



USAID
FROM THE AMERICAN PEOPLE



Save the Children

Mureke Dusome

Quarterly Report
Quarter 1, Fiscal Year 2021
Period: October – December 2020

Submitted January 30, 2021

This publication was produced for review by the United States Agency for International Development.
It was prepared by Save the Children.

Mureke Dusome
Cooperative Agreement No. AID-696-A-16-00002

Quarterly Report

Period of Performance: October 2020 – December 2020

Quarter I, Fiscal Year 2021

Submitted by:

Save the Children

Date Submitted:
January 30, 2021

Chief of Party:	Solange Umwizerwa
Email:	Umwizerwa.Solange@savethechildren.org
Telephone:	+250 788 766 803



Table of Contents

Executive Summary FY2020	6
I. Current Progress and Results of Mureke Dusome Activities	8
II. Targets Assessment.....	46
III. Management Issues	46
IV. Coordination	46
V. ICT	50
VI. Gender & Disability Inclusion	51
VII. Local Capacity Building	52
VIII. Challenges and Lessons Learned	52
IX. Annexes.....	53

List of Abbreviations

AEE: African Evangelist Enterprise
BDU: Book Development & Use
BLF: Building Learning Foundations
CE: Community Engagement
CEW: Community Education Worker
CFM: Complaint and Feedback Mechanism
COVID-19: Coronavirus Disease 2019
DDE: District Director of Education
DEO: District Education Officer
EAR: *Église Anglicane au Rwanda* (Anglican Church of Rwanda)
FBO: Faith-Based Organization
FERWAFA: *Federation Rwandaise de Football Association* (Rwandan Football Association)
FERWABA: *Federation Rwandaise de Basketball* (Rwandan Basketball Association)
FERWACY: *Federation Rwandaise de Cyclisme* (Rwandan Cycling Association)
FRVB: *Federation Rwandaise de Volleyball* (Rwandan Volleyball Federation)
FGDs: Focus Group Discussions
FY: Fiscal Year
GoR: Government of Rwanda
HT: Head Teacher
ICT: Information and Communications Technology
IGA: Income Generating Activity
IR: Intermediate Result
IRB: Institutional Review Board
JADF: Joint Action District Forum
KAP: Knowledge, Attitudes and Practices
LC: Literacy Champion
LCR: Literacy Champion Representative
LGA: Local Government Authorities
MEAL: Monitoring, Evaluation, Accountability and Learning
MINALOC: Ministry of Local Government
MINEDUC: Ministry of Education
MINISPOC: Ministry of Sport and Culture (formerly)
MoS: Minister of State
MoU: Memorandum of Understanding
MTN: Mobile Telephone Network
MYCULTURE: Ministry of Youth and Culture
NCPD: National Council of Persons with Disabilities
NCST: National Council of Science and Technology
NIC: National *Itorero* Commission
NLM: National Literacy Month
NLP: National Literacy Policy
NST: National Strategy for Transformation
NUDOR: National Union of Disability Organizations in Rwanda
PBF: Performance Based Funding
PLC: Peer Learning Circle
PSA: Public Service Announcement
RAW: Reading Awareness Workshop
RBA: Rwanda Broadcasting Agency
RC: Reading Club

RCBO: Rwanda Children's Book Organization
REB: Rwanda Education Board
RNEC: Rwanda National Ethics Committee
RWAMREC: Rwanda Men's Resource Center
RWF: Rwandan Francs
SC: Save the Children
SBCC: Social and Behavior Change Communication
SGAC: School General Assembly Committee
SIP: School Improvement Plan
SLEC: Sector Level Education Council
SLM: School Leadership and Management
SMS: Short Message Service
SEO: Sector Education Officer, sometimes known as Sector Education Inspectors
TLM: Teaching and Learning Material
VAT: Value Added Tax
VL: Village Leader
VUP: Vision 2020 Umurenge Program
YVDs: Youth Volunteers with Disabilities

Translation of Kinyarwanda Terms:

Amasibo ('Isibo' in singular): The smallest local administrative entity below the village level comprised of between 10-15 families

Inteko z'abaturage: Citizens' group

Itorero: Holistic program that includes civic education exercises, cultural values, patriotism and social political development (*Itorero* is one of the Rwanda's home-grown solutions)

Umuganda: National community service on the last weekend of the month, required for Rwandans age 18-65

Urugerero: National community volunteer service by young Rwandans during the 6 months after graduating from secondary school, to serve their communities and contribute to Rwanda's social, economic and political transformation

Umugoroba w'ababyeyi: A program that brings together parents of a given community to discuss development and solve issues

MUREKE DUSOME

Mureke Dusome is a five-year USAID-funded activity that aims to foster partnerships between schools and the broader community in a bid to improve children's literacy outcomes. To achieve this, Mureke Dusome builds the capacity of School General Assembly Committees to mobilize parents and community members, especially community volunteer Literacy Champions, who organize community reading clubs and other literacy promotion activities. Mureke Dusome is working with the communities surrounding public and government-aided primary schools nationwide. The activity is being implemented by Save the Children and its partner organizations, notably Umuhuza, from January 2016-July 2021. Other partnerships have included Urunana DC (2016-2018) and Uwezo Youth Empowerment (2020-2021).

For more information
contact: Solange
Umwizerwa
Solange.Umwizerwa@save
ethechildren.org



Executive Summary FY2020

In Q1 FY2021, Mureke Dusome in partnership with its stakeholders including national, district, sector, school and local leaders, volunteers, and families worked to ensure that children were assisted to continue practicing and improving their reading skills, even amidst lower primary school closures and other lockdown restrictions due to the COVID-19 pandemic. The following are numbers of engaged stakeholders, reached beneficiaries and materials distributed:

- ✓ Number of learners and parents reached through remote monitoring [phone calls] and field/home visits to monitor literacy activities across the country: **40,696 children (21,996F, 18,700M);**
- ✓ Literacy Champions (LCs) and Community Education Workers (CEWs) coached and mentored through phone calls and field/home visits: **851 LCs/CEWs (466F, 385M);**
- ✓ CEWs coached and mentored about Income Generating Activities: **498 CEWs (242F, 256M);**
- ✓ In collaboration with National *Itorero* Commission, Kigali Public Library and the districts of Burera, Ruhango, Ngororero and Kirehe, established and launched **4 community libraries** and supplied them with **5,270 books** and other reading materials;
- ✓ Number of community librarians trained in Eastern and Southern Province: **27 (10F, 17M);**
- ✓ DDEs/DEOs, SEOs, HTs, SGACs, LCs, Cell Leaders and other participants reached through Sector Level Education Council meetings for peer learning: **1,353 participants (535F, 818M);**
- ✓ Number of trained FBO Volunteers and representatives from the identified FBOs in Gasabo District: **54 (16F, 38M) and 3 FBO representatives;**
- ✓ Number of parents reached through Parental Awareness Workshop facilitated by FBO Volunteers in Ngororero, Ruhango, Burera and Kirehe districts: **6,750 parents (4,093F, 2,657M).**
- ✓ Number of Kinyarwanda storybooks and magazines distributed to reading clubs in Ngororero, Gasabo, Kirehe, Ruhango, Burera, Huye, Ngoma and Rulindo districts: **44,262;**
- ✓ Updated number of Children with Disabilities identified in the 5 model districts: **3,698 (1,548F, 2,150M).**

"We believe that all we did for our people [persons with disabilities] is not for charity, but it is their rights and we shall do more to ensure all barriers are removed from all settings."
- Minister of State in MINALOC



SUCCESSES

- Under Mureke Dusome, Umuhuza signed MoUs with 3 FBOs in Gasabo District and trained 54 FBO Volunteers (16F, 38M) and 3 FBO representatives (0F, 3M) to raise parents' awareness on tips to promote their children's literacy.
- During the final session with parents of children with disabilities, Mureke Dusome awarded 3,290 storybooks and 3,698 school kits to children with disabilities to support their continued reading and learning at home.



CHALLENGES

- For unexplained reasons, Twitter suspended the Soma Rwanda account. Attempts to regain control of the account were to no avail. This resulted in the inability to produce and share the Soma Rwanda newsletter since it is linked to Twitter and Mail Chimp. Mureke Dusome requested authorization from the co-chair to set up a new Soma Rwanda Twitter account as an alternative, but in January 2021, Twitter suddenly granted access again.



PLANS

- In Q2 FY2021, Mureke Dusome, in collaboration with MINEDUC, REB, FBOs and partners, will conduct handover and sustainability events:
 - Sustainability meetings with district and school officials in 8 districts (5 model districts and 3 SLM districts);
 - An advocacy meeting with REB and other partners to share lessons learnt from the implementation of peer learning through Education Council meetings and advocate for scale;
 - Learning events including webinars, workshops and/or advocacy meetings with key government officials to share learning and reflect on how best to support children with disabilities to read and learn at home.
- Mureke Dusome will conduct a KAP endline evaluation and qualitative study of the CEW model.

MUREKE DUSOME

Mureke Dusome is a five-year USAID-funded activity that aims to foster partnerships between schools and the broader community in a bid to improve children's literacy outcomes. To achieve this, Mureke Dusome builds the capacity of School General Assembly Committees to mobilize parents and community members, especially community volunteer Literacy Champions, who organize community reading clubs and other literacy promotion activities. Mureke Dusome is working with the communities surrounding all public and government-aided primary schools nationwide. The activity is being implemented by Save the Children and its partner organizations, notably Umuhuza, from January 2016-July 2021. Other partnerships have included Urunana DC (2016-2018) and Uwezo Youth Empowerment (2020-2021).

For more information
contact: Solange
Umwizerwa
Solange.Umwizerwa@sav
ethechildren.org



USAID
FROM THE AMERICAN PEOPLE

I. Current Progress and Results of Mureke Dusome Activities

Sub-Activity	Planned Timeframe	Year 6 (Oct 2020 – July 2021)			Q2 FY2021 (January–March 2021)
		Q1 FY2021 (October – December 2020)			
		Plans and targets for the quarter	Summary of activities, key results & achievements during the quarter	Explanation for variance from plans/targets	
Result 1: Sustain capacity strengthening for school leadership to promote school-community partnerships and improve student literacy.					
Activity 1.1 Peer Learning Circles of Sector Education Officers, and of Head Teachers and School General Assembly Committee members, meet regularly to discuss children's literacy and school-community partnerships.					
1.1.0 Complete the Piloting of Peer Learning conducted by SEOs for HTs and SGACs Completed in Q2 FY2020					
1.1.1 Hand over the soft copies of School Leadership and Management self-study modules Completed in Q1 FY2020					
1.1.2 Embed peer learning into the agenda of GoR mandated sector-level quarterly Education Council Meetings	Planned to end in June 2021	In Q1 FY2021, Mureke Dusome in collaboration with Rwanda Education Board (REB) will support Sector Education Officers (SEOs) to organize the third Sector Level Education Council (SLEC) meeting for peer learning with Head Teachers (HTs), School General Assembly Committee (SGAC) members,	In Q1 FY2021, Mureke Dusome, in collaboration with REB, conducted the third SLEC meeting for peer learning in Rulindo, Ngoma and Huye districts. In total, 1,387 participants (552F, 835M) were in attendance including 221 HTs (64F, 157M), 435 LCs (236F, 199M), 209 SGAC members (71F, 138M), 44 SEOs (11F, 33M), 179 Cell Leaders (58F, 121M) and 299 others (112F, 187M) including DDEs, DEOs, ESs, JADF, representatives of persons with disabilities, youth representatives, children's representatives, school owners, police representatives and Rwanda Defense Force representatives. In the third peer learning meeting, participants discussed two main agenda items:		In Q2 FY2021, Mureke Dusome in collaboration with REB will support SEOs to organize the fourth SLEC meeting for peer learning. This meeting will serve the purpose of celebrating achievements in the promotion of children's literacy and discussing the sustainability of literacy promotion activities as Mureke Dusome will be stepping away from direct implementation.

		<p>Literacy Champions (LCs) and Village Leaders (VLs) in Ngoma, Huye and Rulindo districts.</p> <ul style="list-style-type: none"> • General sector education challenges (learner drop out, school feeding, etc.) and progress in school reopening; • Best practices, success stories, challenges and plans to overcome obstacles to the implementation of strategies and recording lessons learnt in the promotion of children's literacy. <p>Participants shared the following experiences in the promotion of children's literacy:</p> <ul style="list-style-type: none"> • During the COVID-19 pandemic, storybooks were given to children and parents were sensitized on supporting children at home through read aloud activities. To ensure these activities were conducted, the LCs invited HTs, SGAC members and VLs to attend activities carried out by them. This step gave stakeholders insight into LCs' support to children and families; • Through Income Generating Activity (IGA) groups by African Evangelist Enterprise (AEE), LCs sensitized parents in attendance to support children's literacy. Parents had the opportunity to borrow storybooks from LCs and were given tips to support children at home in Simbi, Mbazi, Maraba and Kigoma sectors of Huye District; • LCs, SGAC members and VLs attended the <i>isibo</i> meeting and shared education messages that support children at home such as borrowing books from their respective schools, following lessons aired on radio and borrowing storybooks from the reading clubs; • LCs lent books to children and sensitized families to read with children; • HTs, SGACs and Literacy Champion Representatives (LCRs) worked together to 		<p>Mureke Dusome will organize Focus Group Discussions (FGDs) with representatives of HTs, SGACs, VLs and LCs to learn about successes brought by the implementation of SLEC for peer learning to promote literacy and document recommendations and lessons which will be discussed in an advocacy meeting with REB and other partners.</p> <p>If a full or partial lockdown persists,</p> <ul style="list-style-type: none"> • Mureke Dusome will conduct virtual handover meetings with district and school officials via platforms agreed on by district authorities. In addition, Mureke Dusome will continue to use phone calls and WhatsApp with SEOs, HTs and SGACs to encourage continued support to families
--	--	--	--	--

		<p>mobilize new volunteers to replace LCs who had dropped out;</p> <ul style="list-style-type: none"> • HTs allowed LCs to borrow books from schools to increase books to lend to children during school closures. LCs and SGACs were working together to monitor the use of these books within families; • LCs, VLs, SGACs and HTs sensitized parents on how they can support the continuation of learning and reading at home at school construction sites, VUP activities and other meetings permitted in the community. <p>Discussions led to the following agreed actions:</p> <ul style="list-style-type: none"> • Select Village Education Advisors in each village to support the sector education team with drop out cases, parents' awareness and value of children's education and literacy; • Avail reading materials to children through LCs, who will also conduct home visits to parents to maintain their support of children at home; • Plan the Sector Tour Education Campaign with all sector education stakeholders to bring students who are still at home back; • Sensitize parents on the school feeding program. <p>A REB staff in charge of peer learning joined Mureke Dusome to monitor the third SLEC meeting for peer learning in Huye and Ngoma districts. The REB representative remarked, <i>"I appreciated the strategies that you are using in overcoming challenges that hinder the good performance of your students and the promotion of children's literacy. Literacy is a priority that you should always discuss in your education meetings and take tangible actions towards it."</i> He informed Mureke Dusome that REB considers peer learning and peer support an accelerator of education outcomes and</p>		<p>through sharing messages, recordings and videos with practical tips to promote children's learning and reading.</p>
--	--	---	--	--

			that REB included the monitoring of SLEC meetings for peer learning in their M&E plans.		
<p><i>1.1.3 Coordinate with leading donor-funded literacy activities and the REB SLM taskforce to use the Sector Education Council Meetings as a venue for broader literacy promotion</i></p>	<p><i>Planned to end in June 2021</i></p>	<p>In Q1 FY2021, Mureke Dusome will continue to use the SLM task force to engage USAID Soma Umenye, BLF and World Vision in discussions regarding sustained collaboration to encourage peer learning to promote literacy, including using Sector Level Education Council meetings and other education forums.</p> <p>Mureke Dusome will also continue to collaborate with BLF and USAID Soma Umenye to monitor how school leaders include literacy activities in their SIPs and how they implement them.</p> <p>Through the School Community Partnerships Coordinator embedded in REB, Mureke Dusome will</p>	<p>In Q1 FY2021, Mureke Dusome invited USAID Soma Umenye, BLF and other education partners in Huye, Ngoma and Rulindo districts to SLEC meetings for peer learning with the goal of building understanding on how SLEC meeting for peer learning are conducted and how participants discuss best practices that can help them to overcome challenges that hinder the promotion of the culture of reading outside school. Mureke Dusome requested partners who attended SLEC meetings to cascade messages and best practices in their areas of intervention to promote the culture of reading.</p> <p>Mureke Dusome in collaboration with BLF and USAID Soma Umenye through different monitoring platforms, continued to encourage school leaders to prioritize activities that promote children's literacy and numeracy through forums with the same beneficiaries.</p> <p>The School Community Partnerships Coordinator advocated for REB's M&E plans to include monitoring of SLEC meetings by inviting REB staff in charge of peer learning to SLEC meeting for peer learning in Huye, Ngoma and Rulindo districts.</p>		<p>In Q2 FY2021, Mureke Dusome will collaborate with USAID Soma Umenye and BLF to use lessons and examples gained from participating in the Education Council meetings during their policy dialogue activities at the national level.</p> <p>If a full or partial lockdown persists, Mureke Dusome will collaborate with USAID Soma Umenye, BLF and World Vision to coordinate approaches to literacy promotion utilizing technology-facilitated communication such as Skype, WhatsApp, email and other applications.</p>

		continue advocating for REB's M&E plans to include the monitoring of SLEC meetings with an aim of influencing topics that they discuss including the promotion of children's literacy.			
Result 2: Sustain increased effective community and parental involvement to improve literacy skills					
Activity 2.1 Literacy Champions are incentivized to continue facilitating community reading activities					
2.1.1 Collaborate with MINEDUC, REB and the Local Government Authorities (LGAs) in five model districts to develop and test a Community Education Worker model	Planned to end in March 2021	In Q1 FY2021, Mureke Dusome will continue to explain the CEW model to different stakeholders and encourage them to play their roles for the success of the model. Mureke Dusome will provide financial resources for the implementation of the model particularly to support the incentivization based on the performance of CEWs and advocate for the model with	In Q1 FY2021, Mureke Dusome explained the CEW model to different stakeholders from district to village levels and encouraged them to play their roles for the success of the model in the 5 districts of Burera, Gasabo, Kirehe, Ngororero and Ruhango. Mureke Dusome provided the first instalment of financial resources for the implementation of the model to the accounts of the 62 IGA Groups for the CEWs in order to support the incentivization based on the performance of CEWs and advocate for the model with community and local institutions.	Although it was initially planned to disburse two instalments in Q1 FY2021, the process of verifying active accounts of the CEWs and signing the marking sheets by the school/local leaders took longer than expected. Mureke Dusome	In Q2 FY2021, Mureke Dusome will continue to explain the CEW model to different stakeholders and encourage them to play their roles for the success, buy in and sustainability of the model. Mureke Dusome will provide the remaining financial resources for the implementation of the model to support the incentivization based on the performance of CEWs and advocate for the model with Government institutions.

		Government institutions.		provided one instalment.	
2.1.2 Engage community, school leadership and other relevant district and sector officials to engender their support in the implementation of the CEW approach, this includes oversight, funding flow, monitoring, CEW motivation and effective support to reading clubs.	Planned to end in March 2021	<p>In Q1 FY2021, Mureke Dusome will mobilize support from district, sector, cell and village leadership to continue the monitoring and coaching of CEWs in the 5 model districts.</p> <p>Mureke Dusome will provide airtime to 66 sector level Community Education Workers' Representatives to facilitate reporting as well as coordination of activities at the community level.</p> <p>Mureke Dusome will support local leaders to conduct monitoring and coaching visits to CEWs in the RCs and IGAs from the 5 model districts.</p> <p>Mureke Dusome will encourage CEWs to submit their reports</p>	<p>In Q1 FY2021, Mureke Dusome jointly with community members including parents' representatives, school leadership and other relevant district and sector officials continued to mentor CEWs through virtual methods, home visits in reading activities and monitoring of reading clubs, reaching 331 CEWs (185F, 146M).</p> <p>CEWs were engaged in home visits and lent books to families. In the 5 model districts, CEWs reported reaching 20,170 parents (11,776F, 8,394M) and 37,822 children (20,329F, 17,493M). They also reported lending 54,333 Kinyarwanda storybooks to families and children.</p> <p>Mureke Dusome visited 55 IGA groups of CEWs to mentor them and encourage them to link their existing IGA groups to the new CEW funding flows and keep on sharing experiences on literacy activities going on in their respective school catchment areas on a monthly basis.</p>		<p>In Q2 FY2021, Mureke Dusome will encourage support from district, sector, cell and village leadership to continue the monitoring and coaching of CEWs in the 5 model districts even after the phase out of the project.</p> <p>Mureke Dusome will provide airtime to 66 sector level Community Education Workers' Representatives to facilitate reporting as well as coordination of activities at community level.</p> <p>Mureke Dusome will support local leaders to conduct monitoring and coaching visits to CEWs in the RCs and IGAs from the 5 model districts.</p> <p>Mureke Dusome will continue to encourage CEWs to talk to families and encourage parents to support reading in their homes and encourage them to read and write stories.</p>

		for approval to the local and school leaders who will assess and mark them and submit them to Mureke Dusome in early October 2020 so that PBF is disbursed to the CEWs' accounts through their IGA groups.			Mureke Dusome will encourage CEWs to submit their reports for approval to the local and school leaders who will assess and mark them and submit them to Mureke Dusome in early January 2021 so that the funds are disbursed to the CEWs' accounts through their IGA groups.
2.1.3 Engage school and local leaders to provide recognition for Literacy Champions in the remaining 25 districts	Planned to end in June 2021	<p>In Q1 FY2021, Mureke Dusome will continue to encourage local leaders, SEOs and HTs to keep communicating with Literacy Champions and to support them.</p> <p>Through the engagement of MINEDUC in visiting CEWs in 5 model districts, Mureke Dusome will continue to advocate for the scaling of the CEW approach and will engage MINEDUC to communicate to different education officials and partners</p>	<p>In Q1 FY2021, Mureke Dusome conducted in-person monitoring visits and remote monitoring through phone calls and SMSs to SEOs and HTs and discussed with them the progress in collaboration with LCs.</p> <p>Through monitoring and different meetings in 25 districts, Mureke Dusome reached 299 district officials including DDEs, DEOs, Executive Secretaries (ESs), representatives of persons with disabilities and representatives of women (112F, 187M), 69 SEOs (21F, 48M), 225 HTs (67F, 158M), 221 SGACs (75F, 146M) and 180 VLs (58F, 122M)</p> <p>While visiting or having meetings with the above stakeholders, Mureke Dusome emphasized the need to recognize efforts of Literacy Champions and observed successful sectors where LCs were supported especially in Huye, Ngoma and Rulindo districts.</p> <p>In the above three districts, Mureke Dusome started an incentivization to LCs to recognize their efforts conducting more reading sessions with children, home visits and parents sensitization which take them more</p>	<p>Due to COVID-19 restrictions and prioritization of school construction by MINEDUC officials, Mureke Dusome was not able to engage MINEDUC officials in the visit to CEWs. Mureke Dusome will explore other means to share the</p>	<p>In Q2 FY2021, Mureke Dusome will use the Advocacy Meeting with REB and MINEDUC to campaign for schools' support to LCs and recognition of their efforts. Mureke Dusome will also continue to use field visits, WhatsApp and phone calls to education officials and school leaders to encourage them to work collaboratively with LCs.</p>

		the need to support Literacy Champions.	time than it used to be before COVID-19. In this scheme, Mureke Dusome provides 500 RWF to each LC per month starting from November 2020.	work of CEWs with MINEDUC.	
Activity 2.2 GoR is supported to integrate literacy and specific training for Urugerero literacy volunteers into their Itorero program					
<i>2.2.1 Sign MoU to embed early grade literacy into NIC</i>	<i>Planned to end in March 2021</i>	In Q1 FY2021, 4 community libraries will be established in Burera, Kirehe, Ngororero and Ruhango districts and linked to the surrounding reading clubs.	In Q1 FY2021, Mureke Dusome established 4 community libraries in Burera, Kirehe, Ngororero and Ruhango districts and connected them to nearby reading clubs. Mureke Dusome equipped these libraries with 5,270 books, 9 bookshelves, 4 computers and printers, 8 mats, 8 benches and other related reading materials. The community library launches in the mentioned districts were officiated by Mureke Dusome, partners and stakeholders including National Itorero Commission (NIC), Kigali Public Library (KPL), provinces, districts and other community leaders as well as CEWs, parents and children representatives.		In Q2 FY2021, Mureke Dusome will mobilize and work closely with districts, KPL and NIC to support, sustain and handover the libraries to the districts.
<i>2.2.2 Organize Training of Trainers for NIC staff on Early Grade Literacy</i>	<i>Planned to end in March 2021</i>	In Q1 FY2021, Mureke Dusome will continue collaborations with NIC to monitor and support youth volunteers in national service primarily those trained in library management in Burera, Kirehe, Ngororero and Ruhango districts. Mureke Dusome will also collaborate with	In Q1 FY2021, Mureke Dusome continued collaborations with NIC, KPL and districts to monitor and support youth volunteers in national service and CEWs primarily those trained in library management in Burera, Kirehe, Ngororero and Ruhango districts. Mureke Dusome also joined NIC in the preparation and celebration of 2020 International Volunteer Day as well as the National Volunteer's Week which took place from 30 th November to 5 th December 2020. During the National Volunteer's Week and International Volunteer Day it was an opportunity to recognize the efforts of CEWs, youth volunteers and FBO volunteers who are supporting the promotion of the culture of reading in the districts of Burera, Gasabo, Kirehe, Ngororero and Ruhango.	Discussions with the NIC about the 2 nd year of implementation of the MoU between NIC and Umuhuza will take place in Q2 FY2021.	In Q2 FY2021, Mureke Dusome will continue collaborations with NIC, KPL and districts to monitor and support youth volunteers in national service and CEWs, primarily those trained in library management in Burera, Kirehe, Ngororero and Ruhango districts. To ensure sustainability of early grade reading promotion, Mureke Dusome will engage NIC and KPL in

		<p>NIC in the preparation and celebration of the 2020 International Volunteer Day. To ensure sustainability of early grade reading promotion, Mureke Dusome will engage NIC in discussions to define roles and responsibilities for the second year of implementation of the MoU.</p>	<p>Some key activities carried out by CEWs in respect to the celebration of the National Volunteer's Week and International Volunteer Day are the Back-to-School Campaign, school construction support, <i>Umuganda</i> community work, civil registration for children, etc.</p> <p>The CEWs were linked to other existing volunteers in the 5 model districts and recognized by the local leader. The latter promised their full support to CEWs' activities which was a great motivation to CEWs to keep doing volunteer work in their communities.</p>		<p>discussions to define roles and responsibilities to sustain early grade reading youth volunteerism.</p>
<p>2.2.3 Explore the possibility of using NIC¹ constructed facilities as community libraries</p>	<p><i>Planned to end in March 2021</i></p>	<p>In Q1 FY2021, Mureke Dusome will work with NIC and districts to ensure the four new community libraries (Burera, Kirehe, Ngororero and Ruhango) are fully established including cleaning the buildings, equipping them with furniture and books and having volunteers ready to start. To support the continuation of community libraries,</p>	<p>In Q1 FY2021, Mureke Dusome in collaboration with NIC and districts availed spaces for the new community libraries in Burera, Kirehe, Ngororero and Ruhango districts. The community libraries were fully established including cleaning the buildings, equipping them with furniture and books and having volunteers to manage them.</p>		<p>In Q2 FY2021, Mureke Dusome will work with NIC, KPL and districts to ensure the four new community libraries are well managed and the trained volunteers are supported and coached on effective use and management of community libraries.</p> <p>To support the continuation of community libraries, trained youth volunteers will work closely with district and sector officials as well as CEWs in the vicinity to ensure community libraries</p>

¹ Since the usual Urugerero Residential Service was cancelled due to COVID-19, Umuhuza will work with NIC and districts to find alternatives to identifying facilities to serve as community libraries.

		<p>trained youth volunteers will work closely with district and sector officials as well as CEWs in the vicinity to ensure community libraries operate after volunteer's term of service ends.</p> <p>In addition, Mureke Dusome will work with NIC and districts to monitor and support the established community libraries.</p>			<p>operate after volunteers' terms of service end.</p> <p>In addition, Mureke Dusome will work with NIC, KPL and districts to monitor and support the established community libraries.</p>
Activity 2.3 Parents have access through local structures to information about practical activities they can do to support their children's reading					
<p>2.3.1 Establish/Reinforce MoUs with FBOs for providing parents with practical literacy messaging</p>	<p><i>Planned to end in March 2021</i></p>	<p>In Q1 FY2021, Umuhuza, through the Mureke Dusome project, will sign MoUs with FBOs in Gasabo District.</p> <p>Following the signing of the MoU, Mureke Dusome will train FBO representatives and volunteers.</p>	<p>In Q1 FY2021, Umuhuza, through the Mureke Dusome project, signed MoUs with ADEPR, Anglican Church and Methodist Church in Gasabo District.</p> <p>Following the signing of the MoUs, Mureke Dusome trained 54 volunteers from FBOs (16F, 38M) and 3 representatives (0F, 3M) in Gasabo District.</p>		<p>In Q2 FY2021, Umuhuza, through the Mureke Dusome project, will support the FBO representatives and the trained volunteers by coaching and co-facilitating Reading Awareness Workshop (RAW) sessions in Ruhango, Burera, Kirehe, Ngororero and Gasabo districts.</p>

2.3.2 Update existing Reading Awareness Workshop modules	Planned for Q3 FY2020	This activity was completed in Q4 FY2020.			
2.3.3 Train FBO leaders to conduct parental Reading Awareness Workshops	Planned to end in March 2021	In Q1 FY2021, FBO volunteers will facilitate RAWs among parents. Mureke Dusome will support them by coaching and co-facilitating the initial RAW sessions in Ruhango, Burera, Kirehe and Ngororero districts as well as in Gasabo District once the MoUs and trainings of volunteers are done.	In Q1 FY2021, Mureke Dusome trained 54 additional FBO volunteers (16F, 38M) together with 3 FBO representatives in Gasabo District. In total, Mureke Dusome, over Q4 FY2020 and Q1 FY2021, trained 288 volunteers (99F, 189M) and 20 FBO representatives from Ruhango, Burera, Kirehe, Ngororero and Gasabo districts on how to use the Reading Awareness Workshop Toolkit. The trained volunteers appreciated what they learnt during the trainings and committed to using the knowledge and skills they received to support their own children and encourage other parents to do so. The trained FBOs will use the toolkit to spread key literacy messages and tips with parents in their churches and vicinities. Local authorities who visited the training sites including DDEs and SEOs appreciated Umuhuza's approach of engaging FBOs because it recognizes that active church members and heads of the congregation are opinion leaders.		In Q2 FY2021, FBO volunteers will keep facilitating RAWs among parents. Mureke Dusome will support them by coaching and co-facilitating RAW sessions in Ruhango, Burera, Kirehe, Ngororero and Gasabo districts.
2.3.4 FBO leaders conduct parental Reading Awareness meetings/workshops	Planned to end in March 2021	In Q1 FY2021, FBO volunteers will conduct Parental Reading Awareness Workshops, starting in October 2020. Mureke Dusome will support FBO volunteers and	In Q1 FY2021, Umuhuza through Mureke Dusome received a green light to conduct the parental Reading Awareness Workshops in Ruhango, Kirehe, Burera and Ngororero districts while respecting COVID-19 preventive measures and reached 6,750 parents (4,093F, 2,657M). In Gasabo District, FBO volunteers did not immediately start implementing RAW sessions in Q1 FY2021. COVID-19 preventive measures were	Due to COVID-19 and restrictions on all kinds of gatherings, it was not possible to	In Q2 FY2021, FBO volunteers will keep on conducting parental Reading Awareness Workshops and Mureke Dusome will support FBO volunteers and leaders by coaching and co-facilitating the RAW sessions.

		leaders by coaching and co-facilitating initial RAW sessions.	tightened especially for public gatherings. To respond to the issue, Mureke Dusome liaised with leaders, including DDE, DEO, JADF Officer, ESs, SEOs and FBO representatives to get their advice on how parental Reading Awareness Workshops can be conducted during this unusual period and agreed that while waiting for the new government guidelines, trained FBO volunteers and representatives in Gasabo District would use remote channels such as phone calls, SMS and WhatsApp to sensitize parents on how children can be supported. They encouraged them to attend RAW sessions once they will be allowed to start so that they can get more details on how to support children's education. These volunteers reported that parents are excited to start RAWs.	start the RAW sessions in Gasabo District. Mureke Dusome requested advice from leaders on how to proceed and agreed to use virtual means while waiting for face to face gatherings.	
2.3.5 Update SBCC strategy to include gender and disability inclusion practical literacy messages to parents, teachers and local leaders to support children's literacy (linked with 3.2.3 activity)	Planned to end in June 2021	In Q1 FY2021, Mureke Dusome will continue to produce and circulate audio-visuals, PSAs and radio programs using the following channels: <ul style="list-style-type: none"> • Radio: PSAs and short radio programs will be produced and broadcasted; • Social Media: Audio, short videos, posters, and social media 	In Q1 FY2021, Mureke Dusome aired 3 PSAs and 3 radio programs and produced 2 short videos, 10 pull-ups, and 2 posters: <ul style="list-style-type: none"> • PSA 1 and 2 contained messages on how parents can keep supporting their children to learn and read at home and prepare for school reopening, while PSA 3 reminded parents that during the festive season, gifts to children should also include books. The 3 PSAs were aired at community radios (Ishingiro in Northern Province and Isangano in Western Province) and Radio Rwanda; • In collaboration with the Save the Children Reading Ready Project, three 15-minute radio programs were aired. The radio programs contained 2 major sections: an audio story section adapted from storybooks published by local publishers and a comprehension question section. 		In Q2 FY2021, Mureke Dusome will continue to produce and circulate audio-visuals, PSAs, and radio programs using the following channels: <ul style="list-style-type: none"> • Radio: PSAs and short radio programs will be produced and broadcasted; • Social Media: Audio, short videos, posters, and social media cards will be produced and shared on various platforms including the Soma Rwanda website,

		<p>cards will be produced and shared on various platforms including the Soma Rwanda website, YouTube, Twitter, Facebook, and WhatsApp for viral engagement.</p>	<p>The radio programs were aired on community radio stations (Isangano, Ishingiro, and Izuba), faith-based radio stations (Umucyo, Authentic and Inkoramutima), and Radio Rwanda;</p> <ul style="list-style-type: none"> • 2 short videos were produced: <ul style="list-style-type: none"> ○ A 2-minute animated video on how children can take care of books and how parents can support them to achieve that. You can watch it here; ○ A short video of Mureke Dusome's achievement on disability inclusion. You can watch it here; • 10 pull-ups and posters that will be displayed in 10 districts were produced. The pull-ups and posters urge parents to support their children to read at home in a safe environment, and offer practical tips on how parents and children can take care of books; • Mureke Dusome explored the usage of RapidPro, an online application offering 2-way communication services in the form of short messages and audio recordings, and the following observations were made: <ul style="list-style-type: none"> ○ RapidPro can be used for sending SBCC messages in audio and SMS format and tracking behavior change by sending survey questions; ○ Setting up a flow for SBCC and surveys is straightforward and doesn't require any prior IT knowledge; ○ Setting up a demo account is free of charge. However, upgrading the account to a professional account requires a \$25 monthly subscription; ○ The demo account allows sending SMS to 100 contacts; the paid account raises the 		<p>YouTube, Twitter, Facebook, and WhatsApp for viral engagement.</p>
--	--	---	--	--	---

			number to 1000. For each SMS or audio sent after 1000 numbers, a \$0.1 charge applies. For each SMS or audio sent, local carriers (MTN and Airtel-Tigo) charges apply.		
Result 3: Sustain Improvements to the Culture of Reading					
Activity 3.1 The MINEDUC validates and implements its National Literacy Policy (NLP)					
<i>3.1.1 Support the dissemination of the NLP and provide continued momentum for the implementation of the plans</i>	<i>Planned to end in June 2021</i>	In Q1 FY2021, Mureke Dusome will continue to advocate for the approval of the National Literacy Policy.	In Q1 FY2021, Mureke Dusome followed up with the Advisor to the Minister of State to check the progress for the approval of the NLP. The Advisor promised that he would include this in the Minister of State's priorities in early 2021. Mureke Dusome also worked with the consultant who is supporting MINEDUC to revise the Education Policy to ensure that literacy is embedded in the policy and aligned with what is in the National Literacy Policy.		In Q2 FY2021, Mureke Dusome will continue to follow up on the approval of the National Literacy Policy.
Activity 3.2 Rwanda Reads coordinates literacy stakeholders to celebrate National Literacy Month and to conduct other literacy promotion activities					
<i>3.2.1 Support the Minister of State (MoS) in Charge of Primary and Secondary Education in his co-chairing role of Steering Committee</i>	<i>Planned to end in June 2021</i>	In Q1 FY2021, Mureke Dusome will continue to support the Minister of State in Charge of Primary and Secondary Education to chair the Soma Rwanda Steering Committee and lead the closing of National Literacy Month. Mureke Dusome will continue to liaise with the MINEDUC focal person to	In Q1 FY2021, Mureke Dusome supported the Ministry of Education to organize the virtual National Literacy Month closing event, and technical meetings to prepare and reflect on the event: <ul style="list-style-type: none"> The virtual closing of National Literacy Month took place on October 21, 2020. The event recognized literacy promotion activities that took place throughout the month and talked about the back-to-school measures. 45 participants from Soma Rwanda and the local community attended the National Literacy Month Closing Ceremony, including representatives of MINEDUC, USAID Soma Umenye, Save the Children, BLF, World Vision, Ready for Reading, the French Embassy, USAID, and MYCULTURE. The closing ceremony featured pre-recorded videos of children and senior officials who participated in the read-aloud 		In Q2 FY2021, Mureke Dusome will continue to support the Minister of State in Charge of Primary and Secondary Education to chair the Soma Rwanda Steering Committee. Mureke Dusome will continue to liaise with the MINEDUC focal person to plan for the literacy promotion activities roadmap in 2021.

		<p>implement National Literacy Month activities.</p>	<p>challenge (The National Literacy Month report is annexed);</p> <ul style="list-style-type: none"> • Leading up to the National Literacy Month closing event, 2 subcommittee meetings chaired by MINEDUC representatives were organized to finalize plans for the virtual National Literacy Month closing event. This entailed reviewing communication materials and conducting follow up; • 2 Technical Committee meetings were organized: <ul style="list-style-type: none"> ○ On October 8, 2020 Mureke Dusome chaired a meeting to provide updates on National Literacy Month's ongoing activities, revising the agenda for the closing event and providing feedback on the final media award concept note. Mureke Dusome briefed the Technical Committee on conducted activities from the following members: KPL, USAID Soma Umenye, Ready for Reading, Save the Children, VSO, BLF, Rwanda Book Mobile, and Umuhuza Organization; ○ On December 10, 2020, the Primary & Pre-Primary Education Specialist at MINEDUC chaired a meeting to reflect on the National Literacy Month activity report, review the new Soma Rwanda website design and its functionalities, examine the Soma Rwanda membership requirements, and potentially update the ToR on the process to become a member and the discussions on the 2021 literacy promotion road-map. ○ One of the key Soma Rwanda Steering Committee meeting resolutions was to harmonize the branding and identity 		
--	--	--	---	--	--

		<p>across all communications materials and documents. This entails to move from the English name (Rwanda Reads) that was present on logos, documents and other communication materials, to the Kinyarwanda title with the name changed to Soma Rwanda. Thus, the website is being moved from its English domain (www.rwandareads.rw) to the Kinyarwanda domain available on this www.somarwanda.rw link. The website design and functionality were endorsed by the Technical and Steering Committees;</p> <ul style="list-style-type: none"> ○ One of the meeting resolutions was for the Secretariat to submit to the next Technical Committee a draft clause providing a path to gain and retain Soma Rwanda membership. If approved by the Technical Committee, it will be submitted to the Steering Committee for approval in Q2 FY2021; ○ The Technical Committee agreed that early engagement is required to ensure members are sharing/organizing literacy promotion activities in 2021. The Committee recommended strengthening the working groups to ensure that they take further discussions in this domain; <p>A new member Akili-mili, represented by Seraphin Niyonsenga, joined Soma Rwanda. Akili-mili are the first book sharing stewards in Rwanda accredited by Little Free Library Inc. to disseminate a community-owned, below 100,000 RWF library box to allow children and adults in low-income communities to read books for free.</p>		
--	--	---	--	--

<p>3.2.2 Mentor MINEDUC's appointed focal person in overseeing Soma Rwanda operations</p>	<p><i>Planned to end in June 2021</i></p>	<p>In Q1 FY2021, Mureke Dusome will continue to involve the focal person and/or her delegates in Soma Rwanda meetings for the ongoing National Literacy Month activities, especially the closing event on October 21st.</p>	<p>The MINEDUC focal person led 2 Soma Rwanda subcommittee meetings to develop the National Literacy Month closing event plans. After the National Literacy Month closing event, the focal person led one technical committee meeting to reflect on National Literacy Month and plan for the 2021 literacy promotion roadmap.</p>	<p>In Q2 FY2021, Mureke Dusome will support the MINEDUC focal person to lead the Soma Rwanda plans for 2021 literacy promotion activities. Mureke Dusome will gradually hand over the control of Soma Rwanda social media to the MINEDUC focal person. The handover process will include:</p> <ul style="list-style-type: none"> • In January, conducting 2 technical meetings to brief the focal person on the technical requirement to handle the Soma Rwanda Mail Chimp, website, and social media (Twitter and YouTube); • By February, handing over the control of the social media accounts (Twitter, YouTube, email) while continuing to support the management of the Mail Chimp and the website; • By end of Q2, handing over the control of the Mail Chimp and the website.
---	---	--	---	--

<p>3.2.3 Sustainably strengthen Soma Rwanda communications capacities</p>	<p><i>Planned to end in June 2021</i></p>	<p>In Q1 FY2021, Mureke Dusome will produce a Soma Rwanda quarterly newsletter and will continue to share literacy messages through radio and social media.</p>	<p>Mureke Dusome continued to share literacy promotion messages through radio in PSAs and radio format.</p>	<p>For unknown reasons, Twitter suspended the Soma Rwanda account. Attempts to regain control of the account were fruitless for three months from October to December. This resulted in the inability to produce and share the Soma Rwanda quarterly newsletter since it is linked to the Twitter and Mail Chimp accounts. Mureke Dusome had</p>	<p>In Q2 FY2021, Mureke Dusome will support the MINEDUC focal person to lead the production of the Soma Rwanda quarterly newsletter and to continue to share literacy messages through radio and social media.</p>
---	---	---	---	--	--

				requested the co-chair authorization to set up a new Soma Rwanda Twitter account as an alternative, but in January, Twitter suddenly gave access to the account again.	
Activity 3.3 Local-level strategic plans and budgets include interventions that promote children's reading					
N/A	<i>Planned to end in June 2021</i>	In Q1 FY2021, Mureke Dusome will monitor and encourage school leaders to include literacy activities in SIPs in the 3 districts while encouraging leaders in other districts to prioritize monitoring literacy activities in their plans.	In Q1 FY2021, during monitoring visits and phone calls with HTs in Huye, Ngoma and Rulindo districts, Mureke Dusome realized that school leaders included literacy activities and collaboration with wider communities in their SIPs. They included activities such as organizing reading competitions and celebrating literacy related events at school and in collaboration with Literacy Champions. Among the strategies identified in the SIPs, school leaders included increasing lending books to children for reading at home and encouraging teachers to engage their students in reading activities at school. In other districts, Mureke Dusome continued to use SEO WhatsApp groups and work with BLF and USAID		In Q2 FY2021, Mureke Dusome will continue to monitor the implementation of literacy activities put in SIPs.

			Soma Umenye to sensitize SEOs to monitor if HTs included literacy and numeracy activities in their SIPs.		
Activity 3.4 Children, girls and boys, have increased access to age-appropriate, relevant reading materials					
3.4.1 Strengthening MINEDUC's 40 model community libraries to serve rural and remote areas	Planned to end in June 2021	<p>In Q1 FY2021, Mureke Dusome will collaborate with KPL and Reading Ready Project to jointly train community librarians in Eastern and Southern provinces. Due to COVID-19 restrictions on inter-province travel, the training will be conducted in their respective provinces.</p> <p>In Q1 FY2021, Mureke Dusome will follow up with at least 6 community libraries that received training on how they are using the knowledge and skills gained.</p>	<p>In Q1 FY2021, Mureke Dusome in collaboration with KPL and the Reading Ready Project jointly trained 27 (10F, 17M) community librarians in Eastern and Southern provinces.</p> <ul style="list-style-type: none"> The training in Eastern Province was conducted from October 7 to 9, 2020 in Kayonza District and 16 (6F, 10M) community librarians participated. The training in Southern Province was conducted from October 13 to 15, 2021 in Huye District and 11 (4F, 7M) community librarians participated. <p>The topics covered included library management, book cataloguing, child friendly reading corners, collaborating with the wider community including reading clubs and organizing outreach activities in order to increase children's reading culture.</p> <p>Mureke Dusome monitored 4 community libraries in Northern and Eastern provinces to check how they are using the knowledge and skills gained during the training.</p> <p>The visited community libraries include Mwange Parish and Sunzu Yacu in the Northern Province and Ready for Reading and Yego Center Rwamagana in the Eastern Province and Olympic in Southern Province. All visited community libraries had borrowing systems in place where children and parents come to check out books and read them at home. They also organize outreach activities where they run a book mobile for the surrounding villages and lend books to children.</p>		<p>In Q2 FY2021, Mureke Dusome will conduct monitoring visits to at least 10 community libraries through on-site visits and phone calls to know how they are using the knowledge and skills gained during the training.</p>

			Community Library Volunteers reported that book mobiles helped them reach more children than they used to before starting this initiative.		
3.4.2 Pilot low cost reading materials	Planned to end in June 2021	<p>In Q1 FY2021, Mureke Dusome will distribute the remaining copies of the second edition of <i>Karame</i> magazine, the third edition of the magazine and storybooks to reading clubs in Gasabo, Kirehe, Ngororero, Burera and Ruhango districts.</p> <p>In collaboration with Rwanda Children's Book Organization (RCBO), Mureke Dusome will organize content development and review meetings for three consecutive editions of <i>Karame</i> magazine (editions 4, 5 and 6) and once finalized, purchase them and distribute the copies to reading clubs in the 5 model districts.</p> <p>Mureke Dusome will also distribute school</p>	<p>In Q1 FY2021, Mureke Dusome distributed 930 copies of <i>Karame</i> magazine edition 2 to 93 remaining reading clubs and 7,540 copies of <i>Karame</i> magazine edition 3 to 377 reading clubs in the 5 model districts.</p> <p>With Save the Children member pooled funding, Mureke Dusome purchased 25,240 copies of <i>Karame</i> magazine edition 1, 2 and 3 which were distributed to reading clubs in Huye, Rulindo, Ngoma, Nyarugenge and Gatsibo and each reading club received 20 copies. Mureke Dusome also purchased 26,840 copies of <i>Karame</i> magazine editions 4 and 5 which will be distributed to reading clubs in Burera, Kirehe, Ngororero, Ruhango, Gasabo, Huye, Rulindo, Ngoma, Nyarugenge and Gatsibo districts in Q2.</p> <p>Due to COVID-19 implications on reading club operations, CEWs were encouraged to lend copies of <i>Karame</i> magazine to children so that they can enjoy reading at home.</p> <p>Mureke Dusome in collaboration with RCBO, organized a content development and review meeting for <i>Karame</i> magazine editions 4 and 5. The meeting took place on November 5, 2020 with 11 participants (8F, 3M). Participants reviewed the content for both editions and made final suggestions on the content that was put in both edition 4 and 5. Mureke Dusome purchased the copies of <i>Karame</i> magazine edition 4 and 5.</p> <p>Mureke Dusome conducted a survey to analyze the effectiveness of <i>Karame</i> magazine. Mureke Dusome conducted this survey with the participation of 18</p>	<p>Due to the COVID-19 restrictions on meetings, Mureke Dusome did not manage to organize content development meetings for the sixth edition of <i>Karame</i> magazine as planned.</p>	<p>In Q2 FY2021, Mureke Dusome will distribute the 26,840 copies of the fourth and fifth editions of <i>Karame</i> magazine to 671 reading clubs in 10 districts namely, Gasabo, Kirehe, Ngororero, Burera, Ruhango, Huye, Ngoma, Rulindo, Gatsibo and Nyarugenge districts.</p> <p>Mureke Dusome in collaboration with RCBO will organize content development and review meetings for four remaining editions of <i>Karame</i> magazine (editions 6, 7, 8 and 9) and once finalized, purchase copies of editions 6 and 7 and distribute them to reading clubs in the 10 districts. Copies of remaining editions will be distributed in Q3 FY2021.</p> <p>Mureke Dusome will share findings of the survey on <i>Karame</i> magazine with RCBO, Soma Rwanda members and other interested partners through</p>

		<p>kits to Community Education Workers and Literacy Champions in the remaining districts to make visual aids for reading club activities.</p>	<p>children (11F, 7M) from primary one to primary three who attend reading clubs and 18 parents of those children (16F, 2M) across 3 locations in Burera, Kirehe and Ruhango districts, as well as with 10 CEWs (6F, 4M) in the 5 model districts and 2 members of RCBO. See Annex 10 for the survey report.</p> <p>Mureke Dusome distributed 7,630 storybooks to 141 reading clubs that remained in the 5 model districts. The storybooks were purchased with funds from Roy A Hunt Foundation. CEWs were encouraged to lend storybooks to children so that they can read them from home since COVID-19 has halted reading clubs.</p> <p>Mureke Dusome distributed 12,694 school kits: 300 were given to Kigali Public Library, 200 were given to 4 newly established community libraries, 3,698 to children with disability, 3,900 to the Father's Union, 450 to children from vulnerable families in Rulindo, Ngoma and Huye districts, 270 to community librarians trained in the Eastern and Southern provinces and 3,876 to LCs in Rusizi, Nyamasheke, Nyamagabe, Nyarugenge, Kamonyi, Ngororero, Kicukiro and Ngoma districts. School kits will be used to support children's reading activities and the creation of teaching aids for boys and girls, including children with disabilities, and those from vulnerable families will use contents of school kits as school materials.</p>		<p>sharing a written report and webinar presentation.</p> <p>Mureke Dusome will evaluate and prepare a report on the use of school kits by partners who received them, in reading clubs and by children who received them for use as school materials.</p>
<p>3.4.3 Continue to support RCBO to organize meetings to promote children's</p>	<p>Planned for Q1 FY2020</p>	<p>This activity was completed in Q1 FY2020.</p>			

literature during Q1 FY2020					
Result 4: Promote equity in literacy work, with a focus on gender empowerment and the inclusion of children with disabilities					
Activity: 4.1 Increased number of children with disabilities participating in community reading interventions					
4.1.0 Initiation of Uwezo and Mureke Dusome partnership	Activity ended in Q2 FY2020	The initiation of Uwezo and Mureke Dusome partnership was completed in Q2 FY2020.			
4.1.1 Uwezo and the Mureke Dusome MEAL team collect information on families of children with disabilities	Planned to end in February 2021	In Q1 FY2021, Mureke Dusome will continually update the database of children with disabilities. YVDs will also use the home visit tools to collect information on activities parents do with their children after attending workshops, reflect on observed changes, challenges and agreed actions for best learning outcomes. Mureke Dusome will also continue conducting monitoring visits to	In Q1 FY2021, Mureke Dusome identified more children with disabilities and updated the database, which currently contains 3,698 (1,548F, 2,150M) children with disabilities. YVDs used tools (identification form and database) developed by Mureke Dusome and Uwezo to collect information including names of targeted children, their age, school grade level (if a child is not in school, the reasons why), type of disability (difficulties faced), parents' names and contact address. In Q1 FY2021, YVDs conducted home visits to families whose parents had participated to awareness workshops. The visits aimed to follow up on ow trained parents supported their children for reading at home. YVDs reported having conducted 5143 home visits, each family having benefited from at least one visit and some families receiving more visits depending on the level of support they needed. (read more details in annex 6.)		In Q2 FY2021, Mureke Dusome will use the needs assessment report to facilitate the back-to-school process and transition for children with disabilities. This information will also guide advocacy dialogues on the fulfillment of the rights of children with disabilities with key government leaders and other key stakeholders during learning events such webinars, field visits (where possible given COVID-19 restrictions) and/or workshops.

		track and support YVDs.	Mureke Dusome also conducted an assessment to identify needs of children with disabilities to be able to resume/start school after COVID-19; after analysis, Mureke Dusome will provide appropriate support. (See Annex 8 to read more details on the assessment)		
<i>4.1.2 Capacity building for Uwezo's Youth Volunteers to support in raising awareness of parents who have children with disabilities.</i>	<i>Activity ended with Q1 FY2021</i>	In Q1 FY2021, Mureke Dusome will continue conducting field visits to monitor YVDs' activities for quality assurance and give them constructive feedback on their work to raise the awareness of parents of children with disabilities.	In Q1 FY2021, Mureke Dusome conducted monitoring visits across all 5 model districts for quality assurance and to track the implementation of inclusion activities by YVDs including parents' workshops and home visits (read more details on monitoring findings in annex 6). Throughout the quarter, YVDs received constructive feedback and were also trained on how to assess needs and report them as appropriate to ensure children with disabilities are supported by the community (local, national and international) to start/go back to school.		The 6-month contract with Youth Volunteers ended in December 2020.
<i>4.1.3 Build the capacity of Community Literacy Workers on identification and accommodation of children with disabilities in community</i>	<i>Planned to end in March 2021</i>	In Q1 FY2021, when and where reading clubs are running, YVDs will collaborate with CEWs to increase the participation of CWDs in reading clubs. Mureke Dusome will conduct monitoring visits to ensure adequate	In Q1 FY2021, Mureke Dusome completed capacity building of CEWs on accommodating children with disabilities in community reading activities. The last group of CEWs (3F, 3M) and YVDs (1F, 1M) in Mahama sector, Kirehe District were trained in October 2020.	Due to COVID-19 related restrictions on large gatherings, reading clubs remain closed. However, CEWs conducted	Capacity building of CEWs was completed in Q1 FY2021. However, Mureke Dusome will continue to offer support and guidance to CEWs as necessary where possible as CEWs work to ensure community literacy

<i>reading activities</i>		accommodations are in place.		home visits to families of children with disabilities to ensure they also enjoy reading in their families.	activities are inclusive of children with disabilities.
<i>4.1.4 Reduce disability-associated stigma in community reading activities / Purchase of books with inclusion messages</i>	<i>Planned to end in March 2021</i>	In Q1 FY2021, YVDs will continue to facilitate book borrowing to parents and/or their children with disabilities during workshops and home visits.	In Q1 FY2021, 3,290 children with disabilities whose parent(s) participated in at least one workshop were each awarded a storybook with inclusion messages. Mureke Dusome and YVDs encouraged parents to use those books to read with their children at home as well as teach other children about respecting and including children with disabilities in activities at home and in the community. Some of the storybooks which were awarded to children with disabilities were donated by Save the Children's School for Change project.		In Q2 FY2021, 257 children with disabilities will be awarded storybooks. When reading clubs are running again, CEWs will employ storybooks with inclusion messages to socialize all children to respect one another and will ensure community literacy activities are inclusive of children with disabilities.
<i>4.1.5 Advocate with NCPD at the national level to scale up best practices from the five-district pilot</i>	<i>Planned to end in June 2021</i>	In Q1 FY2021, Mureke Dusome will continue working with NUDOR for advocacy and to strengthen collaboration with organizations of people with disabilities.	In Q1 FY2021, Mureke Dusome collaborated with Soma Rwanda members including VSO, Uwezo and others to host a community event to celebrate National Literacy Month in Ngororero District on October 20, 2020. The event brought together key stakeholders in the community including local leaders, parents, children with disabilities, NCPD, NUDOR, development partners and Soma Rwanda members implementing early grade literacy and inclusion activities in Nyange Sector. Youth Volunteers with Disabilities were the Masters of Ceremony of the event which included presentations on ongoing	Due to COVID-19 related restrictions, a learning visit to inclusion activities that would take place in Gasabo	In Q2 FY2021, Mureke Dusome will document best practices and lessons learned from this initiative, prepare a set of recommendations and use them to inform NCPD and MINEDUC on possible ways to support children with disabilities to gain literacy skills.

		<p>Invite the national leadership of NCPD to visit ongoing activities in the five model districts to understand the effectiveness of building local volunteers' capacity to support inclusive community-based literacy activities for children.</p> <p>Document best practices and lessons learned from this initiative, prepare a set of recommendations and use them to inform NCPD and MINEDUC on possible ways to support children with disabilities to gain literacy skills.</p>	<p>inclusion activities in Nyange Sector, testimonies from parents of children with disabilities and youth with disabilities and plenary discussion on best practices for enhancing literacy and learning for children with disabilities at home and in the community.</p> <p>Save the Children's School for Change project donated 500 Kinyarwanda storybooks which were awarded to children with disabilities in Ngororero, Kirehe, Burera, Gasabo and Ruhango districts.</p> <p>Mureke Dusome also conducted home visits in Ngororero and Burera to collect stories highlighting best practices to share at large on the International Day of Persons with Disabilities. These stories were shared on Save the Children US twitter, Instagram and Facebook which were retweeted by Mureke Dusome on Twitter. The stories were also shared on Save the Children International's website/blog.</p> <p>Additionally, Mureke Dusome shared its inclusion approach and achievements with NCPD which were included in a NCPD pamphlet to celebrate its 10th anniversary. These pamphlets were distributed at the national event to celebrate IDPD 2020 which was held at Kigali Marriot Hotel on December 5, 2020. Save the Children/Mureke Dusome participated in the event. Mureke Dusome also participated in another event which was organized by NCPD on November 30, 2020 to highlight achievements, challenges and set goals towards quality and equitable education for persons with disabilities.</p>	District was canceled.	<p>Additionally, Mureke Dusome will conduct a virtual advocacy workshop with national NCPD leadership, MINEDUC, REB, NUDOR and key development partners intervening in disability inclusion to demonstrate best practices of parental engagement in supporting children with disabilities and discuss ways the work Mureke Dusome initiated can be continued by NCPD and other partners in the same district and other districts.</p>
Activity 4.2 Increased number of parents of children with disabilities support their children's reading at home					

4.2.1 Mureke Dusome and Uwezo develop a guide for parents of children with disabilities		Development of a guide for parents of children with disabilities was completed in Q4 FY2020.			
4.2.2 Uwezo's Youth Volunteers facilitate awareness workshops for parents of children with disabilities at sector level	Planned for Q3 FY2020 through Q1 FY2021	In Q1 FY2021, YVDs will continue facilitating the monthly workshops for identified parents of children with disabilities at cell level, ideally completing the last 3 sessions. YVDs will also conduct home visits to the same families of children with disabilities. If the COVID-19 lockdown is reinstated, YVDs will continue sharing workshop content with parents of children with disabilities remotely through regular phone calls and SMS. Where possible, content will also be broadcast via radio and shared on social	In Q1 FY2021, YVDs conducted the last two workshops (4-5). During workshop 5, YVDs in Burera, Kirehe, Ruhango, Gasabo and Ngororero invited local leaders including NCPD to wrap up the awareness workshops and each parent who participated in at least one workshop was awarded a certificate and each child received 1 school kit and 1 Kinyarwanda storybook to support their continued learning at home and in the community. 3018 parents (2415F, 603M) and 3,496 parents (2,687F, 809M) participated respectively in workshop 4 and workshop 5. 3,290 storybooks and 3,698 school kits were distributed in this activity.		This activity was completed in Q1 FY2021.

		media platforms. In the event that community meetings/activities resume again, YVDs will collaborate with local authorities to raise awareness on disability inclusion and literacy during community meetings such as <i>Umugoroba w'ababyeyi</i> , <i>Inteko z'abaturage</i> , etc.			
4.2.3 Study the barriers preventing children with disabilities in Rwanda from developing literacy skills	Canceled due to COVID-19	The study was cancelled due to COVID-19 restrictions in Q2 and Q3, leaving too little time for an effective study to be conducted.			
4.2.4 Advocate with NCPD at the national level to scale up best practices from the five-district pilot	Planned to end in June 2021	Activity 4.2.4 overlaps with Activity 4.1.5. The same activities were conducted to advocate for <i>the increased number of children with disabilities participating in community reading interventions and the increased number of parents of children with disabilities support their children's reading at home.</i>			
Activity 4.3 Increased number of men are engaged to support their children's reading					

4.3.1 Update Men's Engagement training materials with specific strategies to ensure boys' participation in literacy activities ²	Planned for Q2 FY2020	This activity was completed in Q4 FY2020.			
4.3.2 Conduct a training of EAR trainers on Men's Engagement ³	Activity ended in Q1 FY2021	In Q1 FY2021, Mureke Dusome will conduct Fathers' Union trainings in Kivu, Karongi, Rusizi and Kigeme Dioceses.	In Q1 FY2021, from November 17 to 20, 2020, Mureke Dusome conducted Fathers' Union workshops in Kigeme, Cyangugu, Karongi, and Kivu Dioceses. 80 members (OF, 80M) from the Anglican Church Fathers' Union attended. The main objective of the training was to raise awareness for Fathers' Union members to promote literacy and develop a strategy to conduct literacy promotion activities at home, in the community, and church. A simple toolkit of practical tips of how men can promote literacy was shared. 8 groups of 5 people were formed to initiate literacy promotion activities in the community.		This activity was completed in Q1 FY2021.
4.3.3 EAR trainers lead Men's		In Q1 FY2021, in collaboration with the Fathers' Union,	In Q1 FY2021, using Fathers' Union member-initiated WhatsApp groups, Mureke Dusome continued to		In Q2 FY2021, in collaboration with the Fathers' Union, Mureke

² This activity title was changed from 'Collaborate with RWAMREC to update Men's Engagement training materials with specific strategies to ensure boys' participation in literacy activities' to 'Update Men's Engagement training materials with specific strategies to ensure boys' participation in literacy activities' in Q3 FY2020 once the partnership with RWAMREC on this activity was no longer deemed essential, given the existing men's engagement experience in Mureke Dusome and EAR.

³ This activity title was changed from 'RWAMREC conducts a training of EAR trainers on Men's Engagement' to 'Conduct a training of EAR trainers on Men's Engagement', once the partnership with RWAMREC on this activity was no longer deemed essential, given the existing men's engagement experience in Mureke Dusome and EAR.

Engagement activities in their communities	Planned for Q3 FY2020 and Q1 FY2021 ⁴	<p>Mureke Dusome will conduct one monitoring visit to Fathers' Union members' groups.</p> <p>Through created communication channels, Mureke Dusome will continue to share literacy messages and practical tips on how Fathers' Union members can continue to promote literacy for their children at home, in the community, and the church.</p> <p>Mureke Dusome will also continue to request Fathers' Union members to share information about conducted activities.</p>	<p>share practical tips on how parents can support their children to read at home.</p> <p>After the training, participants started to conduct literacy promotion activities in their communities. The following are highlights from selected dioceses:</p> <ul style="list-style-type: none"> • After the Mureke Dusome training in Byumba Diocese (Gicumbi District), the Kageyo Parish leadership initiated a collaboration with World Vision to further train Fathers' Union members. The Parish received 750 books that were distributed to children to continue to read at home; • In Cyangugu Diocese (Rusizi District), monthly Fathers' Union members meetings and home visits are happening to ensure that discussions promoting literacy promotion in the communities continue; • 20 trained Fathers' Union members in Kigeme Diocese (Nyamagabe District) report to have grown the group to 245 members who are promoting literacy in the community. 	<p>Dusome will conduct one monitoring visit to Fathers' Union members groups.</p> <p>Through created communication channels, Mureke Dusome will continue to share literacy messages and practical tips on how Fathers' Union members can continue to promote literacy for their children at home, in the community, and the church.</p> <p>Mureke Dusome will also continue to request Fathers' Union members to share information about conducted activities.</p>
4.3.4 Explore ways of incorporating Men's Engagement	Planned for Q1 FY2020	<p>This activity has been cancelled. Although the Government of Rwanda issued a guideline for the resumption of sports activities, there is no indication that fans will be in stadiums or mass gathering will be permitted even if sports activities will be allowed soon. This activity was based on a logic of fans gathering in one venue and Mureke Dusome liaising with sports</p>		

⁴ The activity was scheduled for Q2 FY2020; however, it was postponed. Disruptions caused by COVID-19 caused this activity to be rescheduled to Q1 FY2021.

for literacy messages into MINISPOC sports federations such as FERWABA, FERWABA, FERWACY and FRVB to spread men's engagement PSAs during sports activities		federations to share literacy messages on such occasions. Based on current uncertainty as a result of COVID-19, this logic no longer holds.
--	--	---

Monitoring Evaluation Accountability and Learning activities

5.1. Monitoring

Increased local and school leaders' ownership of literacy activities in the community	Planned to end in June 2021	<p>In Q1 FY2021, if the COVID-19 lockdown is over, Mureke Dusome will conduct independent or joint quality monitoring visits with SEOs, HTs, local authorities and SGACs in order to increase support and ownership of literacy activities and support to LCs/CEWs.</p> <p>But if the COVID-19 lockdown continues, Mureke Dusome will use phone calls/home</p>	<p>In Q1 FY2021, Mureke Dusome conducted field and home visits and phone calls to monitor 69 SEOs (21F, 48M), 225 HTs (67F, 158M), 221 SGACs (75F, 146M), 520 LCs (281F, 239M), 115 parents (65F, 50M), 90 children (55F, 35M), and 180 VLs (58F, 122M) in Rulindo, Gicumbi, Kayanza, Rwamagana, Huye, Muhanga, Kamonyi, Musanze, Ngororero, Burera, Ngoma, Burera, and Kirehe districts to check how the community is supporting children's learning at home.</p> <p>In general, the HTs appreciated the support CEWs provided during the reopening of schools where they shared the lists of children who are not coming to schools and the CEWs sensitized both parents and children to go back to school. The LCs, SEOs, HTs, VLs and SGACs kept encouraging parents to support their children to learn at home.</p>		<p>In Q2 FY2021, if the COVID-19 lockdown is over, Mureke Dusome will continue to conduct independent or joint quality monitoring visits with SEOs, HTs, local authorities and SGACs in order to increase support and ownership of literacy activities and support to LCs/CEWs.</p> <p>But if the COVID-19 lockdown continues, Mureke Dusome will use phone calls/home visits to the LCs/CEWs, parents and children to monitor the quality of implementation of</p>
---	-----------------------------	--	--	--	---

		<p>visits to the LCs/CEWs, parents and children to monitor the quality of implementation of project activities and will encourage SEOs, HTs, SGACs, FBOs, National Women's Council Coordinators and other local leaders to follow up with LCs/CEWs through different WhatsApp groups.</p> <p>In collaboration with the program staff, the MEAL team will review different monitoring tools to ensure that they reflect the adaptations of Mureke Dusome implementation due to COVID-19.</p>	<p>Mureke Dusome encouraged LCs to continue lending books to children and following up with parents on how children are reading at home.</p> <p>In addition, Mureke Dusome MEAL staff continued to coordinate phone call monitoring to parents and children to assess the effectiveness of the Awareness Campaign Strategy and to see how parents are supporting their children's learning and reading at home. In total, 2,147 (933F, 1,214M) respondents were contacted including 899 (484F, 415M) children and 1,248 (449F, 799M) parents/caregivers in 30 districts. In general, Mureke Dusome found that the parents are continuing to support their children's learning at home and children continued to learn and read at home. See more details in Annex 9.</p>		<p>project activities and will encourage SEOs, HTs, SGACs, FBOs, National Women's Council Coordinators and other local leaders to follow up with LCs/CEWs through different WhatsApp groups.</p> <p>In collaboration with the program staff, the MEAL team will review different monitoring tools to ensure that they reflect the adaptations of Mureke Dusome implementation due to COVID-19.</p>
<p><i>Literacy Champion Representatives (LCRs) are motivated to continue facilitating community</i></p>	<p><i>Planned to end in June 2021</i></p>	<p>In Q1 FY2021, if the lockdown is over, through monitoring visits and PLCs, Mureke Dusome will continue to update the system with new replacements and</p>	<p>In Q1 FY2021, Mureke Dusome delivered messages through the system to 416 LCRs to inform them about the talk show on Radio Flash FM regarding the children's reading culture at home.</p> <p>LCRs continued to receive airtime on a monthly basis to follow up with other Literacy Champions, parents/caregivers and children in their respective</p>		<p>In Q2 FY2021, if the lockdown is over, through monitoring visits and PLCs, Mureke Dusome will continue to update the system with new replacements and train them on the SMS reporting system</p>

<i>reading activities</i>		<p>train them on the SMS reporting system.</p> <p>Mureke Dusome will also continue to monitor ongoing literacy activities and collect the project data through use of SMS reporting system.</p> <p>In the five model districts, Mureke Dusome will monitor the performance of CEWs and track improvements related to the PBF approach.</p>	<p>sectors on the literacy activities (literacy awareness activities, book borrowing, home reading/learning, etc.) that occurred during this period where schools are closed and reading clubs are not meeting.</p> <p>Through field visits and phone calls, Mureke Dusome MEAL staff trained 6 (4F, 2M) replacement LCRs on the reporting format and how to report.</p> <p>In the 5 model districts, Mureke Dusome worked with the local leaders in assessing the performance of CEWs and they were given their first installment of their fund which they appreciated and highlighted that it motivates them to continue to support children's reading in the community.</p>		<p>and if the lockdown is reinstated, the new replacements will be trained through phone calls.</p> <p>Mureke Dusome will also continue to monitor ongoing literacy activities and collect the project data through use of SMS reporting system.</p> <p>In the 5 model districts, Mureke Dusome will monitor the performance of CEWs and track improvements related to the PBF approach.</p>
<i>Literacy Champions/CEWs facilitate community reading activities effectively</i>	<i>Planned to end in June 2021</i>	<p>In Q1 FY2021, if the lockdown is over, Mureke Dusome will conduct monitoring visits to RCs and will do in-person coaching to LCs/CEWs on how to lead reading activities in the community. If the lockdown continues, the LCs/ CEWs will be coached through phone calls and home</p>	<p>In Q1 FY2021, through phone calls and field visits in collaboration with SEOs and other local leaders, Mureke Dusome coached and mentored 851 LCs and CEWs (466F, 385M).</p> <p>LCs reported that they continued supporting children's literacy by mobilizing parents to support their children's home literacy, sensitizing children to read at home, and lending books to children and parents to read at home. Reached parents and children testified that CEWs continued supporting children to read. Community members vocalized their appreciation for CEWs.</p>		<p>In Q2 FY2021, if the lockdown is over, Mureke Dusome will conduct monitoring visits to reading clubs and will do in-person coaching for LCs and CEWs on how to lead reading activities in the community. If the lockdown continues, the LCs/ CEWs will be coached through phone calls and home visits to encourage parents to</p>

		visits to encourage parents to support their children to read at home.	The LCs were encouraged to continue to lend books to children and to encourage parents to support children to read at home during school and reading club closures, and also sensitized parents to prepare children to go back to school as they wait for the government announcement on school reopening for children in lower primary grades.		support their children to read at home.
5.2 Evaluation					
KAP endline and qualitative study from 5 model districts	Planned for Q1-Q3 FY2021	In Q1 FY2021, Mureke Dusome will start to prepare for the KAP Endline Evaluation and the qualitative study on the CEW model, including requests for institutional review board (IRB) permission to conduct the evaluation, and develop and revise the KAP endline and qualitative study questionnaires.	In Q1 FY2021, Mureke Dusome reviewed the KAP Endline questionnaires for children, parents, HTs and SGACs. Mureke Dusome submitted the request to RNEC, NISR and NCST for the renewal of Mureke Dusome research permit.		<p>In Q2 FY2021, Mureke Dusome will develop the qualitative study questionnaires and review the KAP questionnaires according to the feedback from IRBs.</p> <p>After getting the research permit from the IRBs, Mureke Dusome will start data collection for KAP Endline Evaluation and the qualitative study on the CEW model.</p>
Study on barriers affecting children with disabilities		The study was cancelled due to COVID-19 restrictions in Q2 and Q3 leaving too little time for an effective study.			
5.3 Accountability					
Increased confidence in beneficiaries'	Planned to end in	In Q1 FY2021, Mureke Dusome will discuss the findings of	In Q1 FY2021, Mureke Dusome through different monitoring visits, the MEAL team disseminated the KAP Midterm findings to 41 (25F, 16M) children, 12		In Q2 FY2021, through monitoring visits and different meetings in the

ability to influence Mureke Dusome decision-making using the findings of accountability processes.	June 2021	<p>the KAP midterm evaluation and have action points with partners, namely Umuhuza and Uwezo, and the Country Office for learning.</p> <p>Through monitoring visits and different meetings in the community, the findings will continue to be shared with children, parents, schools and the local community in general.</p>	<p>(7F, 5M) parents, 46 (27F, 19M) LCs, 6 (3F, 3M) SEOs, 2 (1F, 1M) SGACs, and 3 (2F, 1M) HTs.</p> <p>Through different meetings, Mureke Dusome discussed the findings with the CE team (from Umuhuza) and the Uwezo staff and different action points were taken,</p> <ul style="list-style-type: none"> • Continue to sensitize all parents (literate and illiterate) to continue to support their children literacy at home as the findings has revealed that 76% of parents interviewed agreed that only literate parents can help their children to read. As a result, through the awareness campaign, all parents were sensitized to support their children at home and different tips on how to do it were shared with the community (like hear a child reading to a parent, tell a story to the child, riddles, etc). • Mobilize schools to continue to support the RCs (by encouraging children to attend the RCs, lend books to RCs, etc), as at the midline 10% of children reported having places in the community where they can go to read or borrow Kinyarwanda storybooks in contrast with 6% of children at the baseline. Sensitize parents to support their children's reading on a daily basis. In both baseline and midline, the lack of time was the main factor that prevents parents from supporting children's reading at home and in their community, therefore parents were sensitized to set at least 15 minutes daily to read for/with their children. 	community, the findings will continue to be shared with children, parents, schools and, the local community in general.
--	-----------	--	--	---

	Planned to end in June 2021	<p>In Q1 FY2021, Mureke Dusome will continue to receive complaints and feedback from the project's beneficiaries and ensure that the implementation and challenges are responded to in a timely manner. If the lockdown continues, Mureke Dusome will receive and address complaints raised via the SC Complaint and Feedback Mechanism (CFM) including the toll-free number, virtual meetings with stakeholders, and WhatsApp groups.</p>	<p>In Q1 FY2021, Mureke Dusome received 28 complaints and feedback: 13 were positive feedback on the project's implementation during school closure, while 15 other complaints were resolved through the hotline number and phone calls/field monitoring. Below are the details:</p> <ul style="list-style-type: none"> ▪ 13 (46.3%) shared their general feedback on the implementation of Mureke Dusome and its impact on children's literacy and school performance. They appreciated that during school closure, due to COVID-19 pandemic, they have been either visited at home or called by Mureke Dusome staff, encouraging them to continue supporting their children to learn and read from home, to spend at least 15 minutes to read together every day and to ensure their children were able to follow radio/TV lessons. For example, a parent from Kayonza District said, <i>"Lack of parental leave due to home chores deprived us of time to take care of our children and support them in literacy and learning activities, but after a visit by a staff of Mureke Dusome, they showed and sensitized me how I can set a little time (at least 15 minute per day) a day to help my child – luckily now I am able to do so."</i> ▪ 7 (25%) complained about the insufficient number of Kinyarwanda storybooks and Karame magazine copies compared to the number of children who want to borrow them from the neighboring Literacy Champions and lack of materials to repair damaged books. ▪ 5 (18%) Literacy Champions Representatives requested for assistance to report via the Mureke Dusome's SMS reporting system. ▪ 3 (10.7%) complained about incentives/ motivation for Literacy Champions, refresher 		<p>In Q2 FY2021, Mureke Dusome will continue to receive complaints and feedback from the project's beneficiaries and ensure that the implementation and challenges are responded to in a timely manner. If the lockdown continues, Mureke Dusome will receive and address complaints raised via the SC Complaint and Feedback Mechanism (CFM) including the toll-free number, virtual meetings with stakeholders, and WhatsApp groups.</p>
--	-----------------------------	--	--	--	--

			<p>training and certificates of volunteerism. The majority of them were from the 25 districts where Mureke Dusome does not currently have intensive implementation.</p> <ul style="list-style-type: none"> • All complaints were recorded and shared with the project team to improve Mureke Dusome implementation. 		
5.4 Learning					
<p><i>Quality information is generated and utilized for improving performance or for future project design</i></p>	<p><i>Planned to end in June 2021</i></p>	<p>In Q1 FY2021, Mureke Dusome will keep documenting best practices, challenges, and success stories. The MEAL team will share these lessons learned with program staff and partners to improve programming and for future design.</p> <p>If the lockdown continues, Mureke Dusome will share links on how to do MEAL remotely during a crisis with the MEAL team and our partners.</p> <p>Through emails, virtual meetings and WhatsApp groups, MEAL will share monitoring findings</p>	<p>In Q1 FY2021, during the Mureke Dusome weekly meetings, the MEAL team shared with the program team challenges and lessons learned documented from monitoring visits and phone calls. Below are some lessons learned and challenges:</p> <ul style="list-style-type: none"> • Phone calls and other social media helped to reach many beneficiaries during the pandemic; LCs, parents and children were excited to hear from the project staff during this difficult time with COVID-19 through phone call and home visits; • There was an improvement in parents' engagement in their children's reading due to sensitization messages. <p>Mureke Dusome's contribution to the government programs was appreciated by government officials. Bi-weekly monitoring reports were shared with REB to improve remote learning. Monitoring findings were also discussed in different working groups with stakeholders to ensure that children continue to learn and read at home</p>		<p>In Q2 FY2021, Mureke Dusome will keep documenting best practices, challenges, and success stories. The MEAL team will share these lessons learned with program staff and partners to improve programming and for future design.</p> <p>If the lockdown continues, Mureke Dusome will share links on how to do MEAL remotely during a crisis with the MEAL team and our partners.</p> <p>Through emails, virtual meetings and WhatsApp groups, MEAL team will share monitoring findings with the staff and technical leads on a monthly basis.</p>

		with the staff and technical leads on a monthly basis.			
	<i>Planned to end in June 2021</i>	In Q1 FY2021, in collaboration with Save the Children, Mureke Dusome will continue to share progress reports for project improvement.	In Q1 FY2021, Mureke Dusome shared progress reports on the literacy messages delivered through social media platforms (WhatsApp, Facebook, Viamo) for project improvement on a bi-weekly basis. The reports were also shared with REB to support improving children's learning at home.		In Q2 FY2021, Mureke Dusome will continue to share progress reports for project improvement.

II. Targets Assessment

The chart below shows progress towards targets for key indicators listed in the M&E plan⁵:

Indicator	Actual as of end of Year 5	Year 6 Target (FY 2021)	Q1 Target (October 2021–December 2021)	Q1 Actuals	Explanation for Variation
# 2 Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance (ES.1-10)	84,273	15,080 ⁶ Q1: 11,310 Q2: 3,770	11,310	44,262	With SC members' pooled funds, Mureke Dusome purchased more copies of <i>Karame</i> magazine than planned for Q1 FY2021. 7,630 storybooks were distributed to 141 reading clubs from 5 model districts; 5,082 storybooks were given to 242 reading clubs from Huye, Ngoma and Rulindo districts and 3,290 storybooks were awarded to children with disabilities whose parents participated in awareness workshops and 5,270 books were delivered to the 4 newly established community libraries. Mureke Dusome also distributed 930 copies of the second edition of <i>Karame</i> magazine, and 7,540 copies of the third edition of <i>Karame</i> magazine to 470 reading clubs. In addition, Mureke Dusome purchased and distributed 14,520 copies of the first, second and third edition of <i>Karame</i> magazine to 242 reading clubs from Huye, Ngoma and Rulindo districts.

III. Management Issues

In Q1 FY2021, Save the Children recruited a new Mureke Dusome Finance and Award Director. In addition, the Mureke Finance Officer resigned, and Save the Children recruited a new officer who was on boarded in November 2020. Save the Children promoted two Mureke Dusome staff from intern to assistant positions; these include a SLM Assistant and a BDU Assistant.

IV. Coordination

Coordination with MINEDUC, MYCULTURE, MINALOC and other Soma Rwanda members in the implementation of Soma Rwanda activities

⁵ The remaining project indicators are either annual indicators or will be collected through the KAP endline evaluation.

⁶ 15,080 children's magazines will be given to 377 RCs in 5 model districts in FY2021.

Mureke Dusome supported the Ministry of Education to organize Soma Rwanda Technical Committee meetings to prepare for the National Literacy Month closing event and reflect on the month's activities.

Mureke Dusome also collaborated with the MINEDUC Communications Specialist to produce 3 PSAs sensitizing parents to continue to support their children to read at home and prepare for school reopening.

Mureke Dusome collaborated with Soma Rwanda members including VSO, Uwezo and others to host a community event to celebrate National Literacy Month in Ngororero District on October 20, 2020. The event brought together key stakeholders in the community including local leaders, parents, children with disabilities, NCPD, NUDOR, development partners and Soma Rwanda members implementing early grade literacy and inclusion activities in Nyange Sector. Youth Volunteers with Disabilities led the event which included presentations on ongoing inclusion activities, testimonies from parents of children with disabilities, testimonies from youth with disabilities and plenary discussion on best practices for enhancing literacy and learning for children with disabilities at home and in the community.

Coordination with REB

Mureke Dusome invited the REB staff in charge of peer learning, the Inter-School Peer Learning Officer, to the third SLEC meeting for peer learning in Huye and Ngoma districts. The aim of the planned meeting was to discuss the progress in school reopening and to promote partnerships between schools and the community to boost children's literacy and learning. The Inter-School Peer Learning Officer appreciated the way participants were involved in learning from each other about best practices in tackling challenges that hinder student performance. They shared successes in the promotion of parental and community support to children's literacy, shared best practices related to overcoming challenges with school reopening, and committed to taking actions to continue promoting a smooth school reopening as well as a culture of learning and reading at home. The Inter-School Peer Learning Officer said that SLEC meetings for peer learning are a good platform for handling all issues that hinder the good performance of students and other education issues in general, including the promotion of culture of reading outside school. He committed to ensuring that the monitoring of SLEC meetings is integrated into the REB's M&E plans and that topics to promote literacy in communities are discussed.

Mureke Dusome continued to conduct remote monitoring with consideration of 5 questions REB suggested regarding parents' support during this time of remote learning. The monitoring report is shared with REB on a bi-weekly basis and findings are discussed in learning working groups with stakeholders.

Coordination with USAID

In Q1 FY2021, Mureke Dusome kept sharing implementation updates with the USAID AOR and Activity Manager through check-in meetings and emails. USAID supported to review and approve communication materials, reports and plans.

Mureke Dusome participated in the launch of Umurimo Kuri Bose Activity ('Employment for All' in English). During the launch, Mureke Dusome's work on disability inclusion was presented to showcase the USAID Mission's achievements in disability inclusion.

Mureke Dusome was invited to participate in a lunch event for implementing partners with the USAID Rwanda Mission Director, Ms. Leslie Marbury. In the event, partners were given the opportunity to say farewell to the Mission Director who finished her term in Rwanda. Partners appreciated the achievements under her leadership and will keep memories of her contributions towards literacy promotion.

Coordination with NIC

Mureke Dusome coordinated with NIC from the national to district levels to jointly support the establishment and launch of four community libraries in Burera, Kirehe, Ngororero and Ruhango districts.

NIC coordinators in the 5 districts supported with various monitoring activities including home visits and follow up of IGAs and community libraries.

As a result of joint planning with NIC, the International Volunteer Day was celebrated in the 5 model districts, and Mureke Dusome Community Engagement staff were given opportunities to convey literacy messages to the participants.

Coordination with NCPD

Mureke Dusome continued collaboration with NCPD at all levels (national, district, sector, cell) to share information, identify children with disabilities in communities, and reach children with disabilities in communities through parental workshops and home visits. Additionally, Mureke Dusome shared its inclusion approach and achievements with NCPD, which NCPD included in its pamphlet to celebrate its 10th anniversary. These pamphlets were distributed at the national event to celebrate the International Day of Persons with Disabilities (IDPD) 2020 which was held at Kigali Marriot Hotel on December 5, 2020. Save the Children and Mureke Dusome participated in the IDPD national event as well as another event which was organized by NCPD on November 30, 2020 to highlight achievements and challenges and set goals towards quality and equitable education for persons with disabilities. YVDs across the 5 model districts were also engaged by NCPD and local government to celebrate IDPD. For example, in an event to celebrate IDPD that was organized by Gasabo District on December 5, 2020, 2 YVDs served on the protocol team and Mureke Dusome was given time on the agenda to share key activities and highlights.

A Mureke Dusome staff was invited to an NCPD meeting in Rulindo District that aimed to discuss how persons with disabilities in Cyungu Sector would use donations/money provided by Rulindo District for their development. The Mureke Dusome staff used that opportunity to explain the contribution of reading to development and how reading in families and in communities is possible. He requested that children with disabilities should be supported to read as any other children in their families and in the community. The NCPD representative of Rulindo District, in his speech, committed to include in his priorities a sensitization to families of children with disabilities about supporting them, sending them to nearby reading clubs and supporting them to read at home using borrowed books.

Coordination with USAID Soma Umenye

Mureke Dusome coordinated with USAID Soma Umenye to prepare for National Literacy Month through organizing 4 meetings and 2 subcommittee meetings to prepare for the National Literacy Month closing event and the 2 Technical Committee meetings to reflect on National Literacy Month. Moreover, Mureke Dusome collaborated with USAID Soma Umenye to develop the new Soma Rwanda website design and functionality. The new website is available on the www.somarwanda.rw link and was endorsed by the Technical and Steering Committees. Mureke Dusome also collaborated with USAID Soma Umenye to air a radio program at Radio Flash on Wednesday, December 9, 2020. The radio program discussed practical tips on how parents can continue to support their children to read and learn in schools, homes, and the community.

The Mureke Dusome and USAID Soma Umenye staff members who are based in Huye District worked together to ensure that SEOs and HTs inserted literacy activities into their School Improvement Plans.

Follow up was done through visits, WhatsApp chats and phone calls to SEOs and HTs after REB organized orientation meetings about the strategies to use for remedial catchup for students who did not perform well in school exams.

Coordination with BLF

Mureke Dusome in collaboration with BLF continued to sensitize schools in Rulindo, Ngoma and Huye districts to (1) include in their School Improvement Plans literacy activities that promote the culture of reading outside school and (2) start the implementation of those activities that promote the culture of reading. While BLF staff were conducting their routine monitoring visits, they also checked if SEOs and HTs had included literacy and numeracy at community level in their plans.

Coordination with FXB

FXB Rwanda is a non-governmental organization that empowers vulnerable children and families by providing support in early childhood development, HIV care and support, education, nutrition, health, economic empowerment and water, sanitation and hygiene.

The Mureke Dusome staff member based in Ngoma District was invited to a Cell Mentor training organized by FXB in Karemba Sector in Ngoma District. The Cell Mentors, under the Sugira Muryango Program ('Family Strengthening'), will provide active coaching to community lay workers who will equip parents and caregivers with knowledge and skills on early childhood development.

The Mureke Dusome staff was given an opportunity to talk about Mureke Dusome activities, and he requested collaboration between Mureke Dusome project and FXB.

The FXB representative and Cell Mentors committed to include literacy messages into the knowledge package that parents and community lay workers will receive. Mureke Dusome expects that the Cell Mentors will support Mureke Dusome by providing literacy messages to parents who will participate in Sugira Muryango Program. The partnership among Sugira Muryango (children 0-3), Reading Ready Project (children 3-6) and Mureke Dusome (children 7-9) promotes meaningful, continuous support for parents and young children.

Desire Nsabimana, the FXB Ngoma District representative said, *"There is a strong connection between Sugira Muryango Program and Mureke Dusome project because FXB under Sugira Muryango program is mostly targeting parents who are the ones to support children to learn. FXB is to equip parents and caregivers on early childhood development and it includes informing parents and caregivers to start literacy activities at early age. I hope it is our duty to include literacy messages for the sake of children."*

Coordination with FBOs

Mureke Dusome, as part of its SBCC and men's engagement interventions, conducted training with EAR and its Fathers' Union members in 4 Dioceses (Kigeme, Cyangugu, Karongi, and Rubavu). To show support, each training session was launched at the Diocese level by the Bishop of the Diocese. 80 members of the Fathers Union participated in the 4 sessions.

Under Mureke Dusome, Umuhuza Organization, in collaboration with Gasabo District, signed MoUs with the Anglican Church, Methodist Church and ADEPR. 54 Volunteers (16F, 38M) and 3 FBO representatives (0F, 3M) were trained in Q1 FY2021. In addition, Mureke Dusome co-facilitated some of the reading awareness workshop sessions in Burera, Kirehe, Ngororero and Ruhango districts.

Coordination with Kigali Public Library

In Q1 FY2021, Mureke Dusome continued to collaborate with KPL and the Save the Children Reading Ready Project and jointly trained 27 (10F, 17M) community librarians in Eastern and Southern provinces.

KPL supported the Mureke Dusome initiated community libraries in Ruhango, Kirehe, Burera, and Ngororero districts with a donation of 2000 books, and the Managing Director of KPL participated in the official launches of community libraries in the above-mentioned districts. Umuhuza Organization signed a 5-years MoU with KPL at the end of Q1 FY2021 aiming at joining efforts to strengthen and increase community literacy initiatives in Rwanda.

Coordination with Huye, Ngoma and Rulindo Districts

District officials from Huye, Ngoma and Rulindo districts supported Mureke Dusome in organizing and conducting the third Sector Level Education Council meetings for peer learning and requested SEOs and HTs to avail a large enough venue to ensure physical distancing and reduce COVID-19 transmission risks. The meetings were conducted and SEOs succeeded to secure large enough rooms and avail other materials to ensure cleanliness at the meeting sites.

Coordination with the 5 Model Districts

Mureke Dusome coordinated with Ruhango, Ngororero, Kirehe, Burera and Gasabo officials and mobilized them to participate in joint monitoring of reading activities in families and in monitoring of CEWs' IGAs groups. As a result of this engagement, 122 school catchment areas were jointly visited by the CE staff and 332 local leaders reaching 331 CEWs and 393 families with 588 parents and 2,830 children observed implementing literacy activities such as reading books, writing stories and storytelling, among others. Parents were encouraged to keep supporting their children's literacy to ensure that learning continues even though they were not going to school. Children were also encouraged to continue borrowing and reading books from CEWs in order to boost their reading skills. In addition, the CE team collaborated with 160 officials to monitor and support CEWs in IGAs. In this, 498 CEWs were reached and 55 IGA Groups were supported.

Mureke Dusome coordinated with JADF officers who participated in monitoring of IGAs, reading clubs and home visits. JADF Officers appreciated the IGAs which regularly gather the CEWs and which help them to grow economically and will play a role in sustaining Mureke Dusome established activities. Through home visits, JADF officers prized how CEWs supported parent-children relationships by encouraging parents to find a time and practice reading at home with their children. In Gasabo District, the JADF officer played a role in the invitation of FBOs for a meeting that resulted in signing the MoU with the Anglican, Methodist Church and ADEPR.

In the 5 model districts, Mureke Dusome mobilized SEOs to participate in monitoring of community and home reading activities. During these home visits, SEOs appreciated the work done by Community Education Workers especially during this period when children in lower primary schools were not going to school. The SEOs promised to continue supporting reading activities by conducting home visits, monitoring IGAs and by sensitizing parents on how they can support children at home.

As part of the CEW model implementation, SEOs supported in evaluating and marking CEWs performance in their respective sectors of operations and collecting marking sheets for approval by the district and Mureke Dusome.

Mureke Dusome also continued to engage the Sector Cooperative Officers and encouraged them to continue supporting CEWs.

V. ICT

Mureke Dusome continued to use phone calls and short phone messages to monitor, mentor and coach LCs/CEWs. Phone calls were also used to engage local leaders in different initiatives from planning

activities to implementing them. LCs/CEWs, parents and children used their/their parents' telephones to share their complaints with Mureke Dusome and to encourage community members to support children's literacy.

In the three SLM districts, Huye, Ngoma and Rulindo, Mureke Dusome used phone calls and WhatsApp groups for the preparation of the third SLEC meeting for peer learning and for the follow up on the implementation of the action points from meetings, including collecting success stories and providing feedback and advice in relation to shared challenges,

In the 5 model districts, phone calls were used to monitor and encourage CEWs, CEWRs, local leaders, FBO representatives and FBO volunteers to continue supporting children's literacy. SMSs were used to remind CEWRs to gather reports on reading activities, book borrowing and parent sensitization.

Mureke Dusome delivered messages through the SMS reporting system to 416 LCRs to inform them about the talk show that was to be followed on Radio Flash FM regarding children's reading culture at home. They were encouraged to share the messages to the LCs, parents and children in their respective sectors.

Through the SMS reporting system, Mureke Dusome continued to share updates on the system to 416 Literacy Champions Representatives and encouraged them to report; the LCRs with difficulties in sending their reports into the system were supported and they kept sharing their reports.

VI. Gender & Disability Inclusion

In Q1 FY2021, Mureke Dusome invited representatives of the National Council of Women and persons with disabilities representatives in the SLEC meetings for peer learning in Rulindo, Ngoma and Huye districts. Representatives of persons with disabilities were reminded that they should include the support for reading to children with disabilities in their advocacy agenda. Representatives of the National Council of Women committed to sensitize other women in general to continue supporting children to learn to read at home and supporting children in book borrowing in reading clubs and at school.

Through onsite and remote monitoring, Mureke Dusome continued to remind CEWs and parents to provide equal opportunities to all children, boys and girls, with and without disabilities whether when conducting home visits, lending books or sensitizing children to attend reading clubs where this was allowed. Through different literacy messages, both male and female parents were reminded that they should equally play roles in supporting children's reading.

Specific activities were conducted to support children with disabilities:

- In collaboration with Soma Rwanda members, Uwezo and VSO, Mureke Dusome hosted a community event in Ngororero District to celebrate National Literacy Month with the aim of sensitizing stakeholders on supporting literacy for children with disabilities.
- Mureke Dusome conducted a two-day training of 6 CEWs (3F, 3M) and 2 YVDs (1F, 1M) on assessment and accommodation of children with disabilities in community reading activities. The training was conducted in Mahama Sector in Kirehe District.
- YVDs completed the last two monthly workshops and home visits to families of children with disabilities to support children with disabilities to read and learn at home. During workshop 5, local government officials participated and parents were awarded certificates while their children

received storybooks (3,290) and school kits (3,698) to support continued reading and learning at home.

- Mureke Dusome conducted monitoring visits in Kirehe, Burera, Gasabo, Ngororero and Ruhango for the inclusion activities.

VII. Local Capacity Building

Mureke Dusome MEAL staff oriented and coached Uwezo staff (the Inclusive Education Officer and the MEAL Assistant) on best ways of collecting data, analysis and documentation of lessons learned. This was done as they were entering a period with intensive monitoring of activities carried out by Youth Volunteers with Disabilities, mainly awareness workshops for parents and home visits.

Mureke Dusome continued to build the capacity of district and sector officials (DDEs/DEOs, District Cooperative Officers, SEOs, Sector Cooperative Officers), YVDs, CEWs through mentoring and coaching them to continue to support in the reading of children in families and in the community while also encouraging them to own the initiative.

Mureke Dusome continued to mentor FBO representatives and volunteers through training and co-facilitating RAW sessions and many of them are currently able to conduct sessions by their own.

VIII. Challenges and Lessons Learned

Challenges

- Twitter suspended the Soma Rwanda account. Mureke Dusome received a message that the Soma Rwanda Twitter account was suspended in October supposedly due to “posting violent content that violated the platform’s rules.” However, none of the posts met this criteria. Mureke Dusome reached out to Twitter to correct the error, without receiving any response. As a result, Mureke Dusome was unable to produce and share the Soma Rwanda newsletter since it is linked to the Twitter and Mail Chimp accounts. Mureke Dusome had requested the co-chair to authorize setting up a new Soma Rwanda Twitter account as an alternative, but in January, Twitter suddenly granted access again.
- The number of male parents who attend RAW sessions is lower compared to females. FBOs were advised to liaise with community leaders to sensitize men so that they can understand the importance of their participation in children’s education. Female parents who attended were also asked to mobilize their spouses to attend too.
- Due to the COVID-19 preventive measures, parental awareness workshops in Gasabo District could not start in this quarter as planned. Mureke Dusome liaised with leaders including district and sector level leaders and FBO representatives to use virtual mechanisms while waiting for the situation to stabilize.
- Reading clubs, in many places, could not take place. Leaders, LCs and parents were encouraged to adapt to the current situation and continue supporting children in reading at home and to encourage them to borrow storybooks from LCs and school leaders.
- Due to COVID-19 restrictions, learning field visits with key government leaders from NCPD, MINALOC and MINEDUC did not take place as planned and have been postponed to when COVID-19 restrictions ease. Mureke Dusome will employ an online approach to share lessons learned, reflect on impact of inclusion activities and advocate with NCPD to scale up best practices.

- Many parents claim they are unable to support their children to return back to school due to poverty and lack of appropriate accommodations and medical care for children with disabilities to meaningfully participate in mainstream schools. YVDs explained the GoR referral procedure and helped parents to apply for social support and assistive devices. A few children have received wheelchairs and crutches from NCPD as a result. Mureke Dusome also conducted a needs assessment to identify how and where additional support is needed for children with disabilities to start or go back to school.

Lessons Learned

- Through collaboration with district authorities, buildings were identified to be used as community libraries. The establishment of community libraries enhances access to reading materials which promotes a culture of reading among community members.
- Close collaboration, planning and implementation with local leaders ensures sustainability of Mureke Dusome. In Q1 FY2021, there are local leaders who reported monitoring community reading clubs and IGAs which shows buy-in and ownership of the project.
- The SLEC meetings for peer learning continued to prove their importance in terms of building strong collaboration between local authorities, school leaders, parents, Literacy Champions and other stakeholders. More initiatives to support children's learning and reading were reported and/or observed such as more books lent, home visits by school leaders and parent representatives, and sensitization messages shared at school construction sites. During other community gatherings, more school leaders lent books to LCs and various collaborative efforts were taken to monitor school dropout cases.
- Awareness workshops helped a majority of parents of children with disabilities to feel hopeful for their children and better equipped to support their children to read and learn at home. Parents also now feel a greater sense of belonging and peer support because of connections they developed with each other in the course of the 5 months of workshops.
- Home visits continued to be a great way of sensitizing both parents and children to continue to ensure children are learning/reading at home. A parent near GS Ruyange in Burera District said, "Thank you so much for visiting us. It reminds me of my responsibility to support my child to learn and read at home. I am going to borrow more books from the LCs to read with my child here at home."

IX. Annexes



NATIONAL LITERACY MONTH 2020 REPORT

Literacy teaching and learning in the COVID-19 crisis and beyond



TABLE OF CONTENTS

Executive summary	1
Soma Rwanda overview	3
Soma Rwanda structure	3
National Literacy Month 2020	4
Themes and Key Messages	4
International Literacy Day Virtual Celebration	4
Webinar	4
Radio Talk Show	5
National Literacy Month Virtual Launch	5
Members' National Literacy Month activities	6
Read Aloud Sessions	7
Read Aloud Challenge	8
Community Outreach	8
Community Libraries	9
Disability Inclusion Events	10
Inclusion and Literacy Promotion in the Community	11
Writing Competitions	11
COVID-19 Essay Competition	12
Media campaign	13
National Literacy Month closing ceremony	14
Recommendations	14
Annexes	16
Media Coverage	16
Budget	17

Executive summary

In an effort to develop and foster a culture of reading among children and adults in Rwanda, the Ministry of Education (MINEDUC) launched Soma Rwanda in 2012 through the Rwanda Education Board (REB), in cooperation with development partners. Soma Rwanda (www.rwandareads.rw) strives to foster synergies among stakeholders by providing a holistic, coordinated platform for information sharing, networking, and promotion of activities and initiatives. By design, Soma Rwanda is not an implementation body itself, but rather a knowledge platform and a coordination forum that brings together many stakeholders with a common purpose – promoting literacy and strengthening the culture of reading throughout Rwanda. Today, Soma Rwanda has over 200 members representing community libraries, the book sector, NGOs and civil society, formal education, MINEDUC, Ministry of Youth and Culture (MYCULTURE), and others.

More than fifty years ago, the United Nations Educational, Scientific and Cultural Organization (UNESCO) officially proclaimed September 8 International Literacy Day, to mobilize the international community and to promote literacy as an instrument to empower individuals, communities and societies. International Literacy Day is now celebrated worldwide, including in Rwanda. Rwanda's Ministry of Education, with support from the Soma Rwanda Steering Committee, extended the celebration from a single day to the entire month of September. During Rwanda's National Literacy Month, members of Soma Rwanda organize literacy promotion activities throughout the country.

In 2020, a webinar, a social media campaign, and other activities were organized to recognize International Literacy Day on September 8. Due to the COVID-19 outbreak, and to avoid overlap with school reopening, the Hon. Minister of State in Charge of Youth and Culture and the Hon. Minister of State in Charge of Primary and Secondary Education launched National Literacy Month on September 21st in a TV and radio talk show; the virtual launch also featured the Permanent Secretary of the Ministry of Local Government (MINALOC).

Throughout the month, members of Soma Rwanda organized literacy promotion activities including writing competitions, read aloud challenges, literacy events, literacy talk shows through local TV and radio stations, and the launch of a community library. In collaboration with MYCULTURE and MINEDUC, Soma Rwanda organized a virtual National Literacy Month closing event on October 21.

The 2020 National Literacy Month celebration was a component of Rwanda's National Reading Campaign that was launched in February 2020. The National Reading Campaign targets the following outcomes:

NATIONAL READING CAMPAIGN OUTCOMES:



*EGR: Early Grade Reading

Soma Rwanda overview

Initially the Soma Rwanda platform was only called by the English name, Rwanda Reads. In 2019, the Kinyarwanda name, Soma Rwanda, was launched, and the Kinyarwanda version of the logo was created to reflect this update.

By design, Soma Rwanda is a multi-institutional initiative. It is not an implementation body itself, but rather a knowledge platform and a coordination forum bringing various stakeholders in both the public and private sector together under one common purpose—to strengthen efforts to promote a culture of reading throughout Rwanda. Soma Rwanda (www.rwandareads.rw) supports the objectives of the Government of Rwanda’s Vision 2050 by empowering the citizens of Rwanda to independently seek and access print materials. Also aimed at improving literacy and language outcomes among students, Soma Rwanda is fully in line with the Education Sector Strategic Plan (2018/19-2023/24), which outlines priorities and policy actions targeting the acquisition of literacy skills among Rwandan primary and secondary school students. Soma Rwanda seeks to support, facilitate, and promote efforts to create literate citizens of Rwanda, more capable of influencing their own individual achievement, economic growth, and better health - all of which will contribute to the overall development and prosperity of the country. By investing in the readers of today, Soma Rwanda supports the leaders of tomorrow.

Soma Rwanda structure

According to the Terms of Reference, Soma Rwanda is governed by a Steering Committee chaired by the Honorable Minister of State in Charge of Primary and Secondary Education and co-chaired by the Director of the USAID Education Office, with the support of a Secretariat appointed by the co-chair. Other members of the Steering Committee include 14 senior officials selected from key institutions, including the Ministry of Education, Ministry of Youth and Culture (MYCULTURE), Ministry of Local Government (MINALOC), Rwanda Education Board (REB), Higher Education Council (HEC), and development partners. The Steering Committee is supported by the Technical Committee, which is chaired by the Secretariat. There is also a General Assembly which includes all interested stakeholder groups, both public and private; currently there are over 170 member organizations.

Implementation of the 2020 National Literacy Month was coordinated by a Technical Committee comprised of representatives of MINEDUC, MYCULTURE, REB, USAID Soma Umenye, UNICEF, World Vision, Umuhuza, Rwanda Bookmobile, Kigali Public Library, Rwanda Community Library Forum (RCLF), Rwanda Children’s Book Organization (RCBO), Save the Children and USAID Mureke Dusome as the Secretariat. Multiple stakeholders contributed financially to the organization of National Literacy Month. The primary sponsors of National Literacy Month were USAID (through USAID Mureke Dusome and USAID Soma Umenye), the Canada Global Initiative through Right to Play, the French Embassy in Rwanda through Edified Generation Rwanda, Rwanda National Commission for UNESCO (CNRU)/UNESCO, World Vision, Rwanda Bookmobile, Save the Children, MYCULTURE and MINEDUC.

National Literacy Month 2020

Themes and Key Messages

UNESCO's theme for International Literacy Day 2020 was "Literacy teaching and learning in the COVID-19 crisis and beyond," with a focus on the role of educators and changing pedagogies. Rwanda's national theme and key messages drew inspiration from UNESCO's, while emphasizing the role of parents, teachers and the community in supporting children to learn and read at school, home and in the wider community. Messaging supported the Soma Rwanda National Reading Campaign and the parents' awareness-raising strategies.

To complement this broad theme, key messages were identified for each week:

- **September 21 - 27 (Week 1)**
 - *English: Keep your brain fresh; read a book.*
 - *Kinyarwanda: Soma igitabo, bituma ubwenge buhora buhangutse.*
 - *French: Faites la lecture pour garder votre cerveau éveillé.*
- **September 28 - October 4 (Week 2)**
 - *English: Protect children's future; keep them safe and learning.*
 - *Kinyarwanda: Rinda ahazaza h'umwana umubungabunga, ndetse umufasha guhora yiga.*
 - *French: Protégez l'avenir des enfants en vous rassurant de leur sauvegarde et leur apprentissage.*
- **October 5 - 11 (Week 3)**
 - *English: Lifelong learning starts at home; parents; make reading and learning a daily habit.*
 - *Kinyarwanda: Babyeyi, gusoma no kwiga mubihindure akamenyero (ka buri muni), kuko kwiga ni uguhozaho kandi bigatangirira mu rugo.*
 - *French: Chers parents, faites de la lecture et de l'apprentissage une habitude journalière; car, c'est à la maison que commence l'apprentissage à vie.*
- **October 12 - 18 (Week 4)**
 - *English: All children can read; create an equitable learning environment.*
 - *Kinyarwanda: Abana bose bashobora gusoma, bityo bahe bese amahirwe angana yo kubona aho bigira hakwiriye.*
 - *French: Tous les enfants ont la capacité de lire, procurez-leur un environnement équitable pour l'apprentissage.*

International Literacy Day Virtual Celebration

Events were organized to recognize International Literacy Day on Tuesday, September 8, to set the tone for a month of reading and promotion of literacy messages. A social media campaign, webinar, and radio talk show were organized:

Webinar

A webinar was organized targeting Soma Rwanda members, districts, and sector officials, school leaders, and opinion leaders with the theme, "Keep your brain fresh, read a book!" to communicate plans for National Literacy Month and the National Reading Campaign. MINEDUC collaborated with MINALOC to invite local administrators to the webinar.

Leading up to the webinar, the Soma Rwanda Secretariat collaborated with MINEDUC to send instructions to education officials at district and sector levels on how they can get involved and can sensitize parents on how they can continue to support their children to read and learn at home.

The webinar consisted of:

- Opening remarks by the Hon. Minister of State in Charge of Primary and Secondary Education, who specifically urged participants to actively get involved in the upcoming National Literacy Month activities and to ensure that parents have enough information on how they can support their children to read and learn at home;
- Remote learning activities conducted by Soma Rwanda members as a response to COVID-19, including plans to ensure that no child is left behind;
- Discussion of the role of the local administrators during the National Literacy Month celebration;
- Overview of literacy promotion activities in 2020;
- A summary of the National Reading Campaign and the Parents' Awareness-Raising Campaign;
- Discussion of the role of the book industry to advance a culture of reading; and
- Closing remarks by the USAID Mission Director.

More than 150 members of Soma Rwanda participated in the virtual celebration of International Literacy Day, including representatives of MINEDUC, MYCULTURE, MINALOC, REB, Head Teachers, DDEs, DEOs, SEOs, community libraries, publishers and booksellers, development partners, local and international NGOs, and other partners that have an interest in creating a strong culture of reading.

Radio Talk Show

To inform the wider public about the International Literacy Day celebration and plans for National Literacy Month, literacy topics were adapted for a radio talk show at Radio Rwanda in the afternoon on September 8. The program targeted the wider public to communicate plans for National Literacy Month, including the role of parents to ensure that children continue to read and to learn at home, as well as challenges and proposed solutions, based on the National Reading Campaign and Parents' Awareness-Raising Campaign. The guest speaker on the show was the REB Director General.

National Literacy Month Virtual Launch

On Monday September 21, in a TV and radio talk show that was broadcast on Rwanda Television, Radio Rwanda and affiliated community radio stations, and on the Rwanda Broadcasting Agency (RBA) Twitter account, the Hon. Minister of State in Charge of Youth and Culture virtually launched National Literacy Month, together with the Hon. Minister of State in Charge of Primary and Secondary Education, and with participation by the Permanent Secretary of MINALOC. The show can be viewed at the following link: [Dusangire Ijambo: Ukwezi ko Gusoma no Kwandika](#).

The following are key highlights of the launch:

- Welcome remarks were delivered by the Permanent Secretary of MINALOC, who also talked about the role of local administration to advance literacy in general, MINALOC's commitment to ensure that the COVID-19 response included messages to advance literacy while children are staying at home, and the role of local administration to ensure that the community has adequate information to support children to read and learn at home;
- The remarks of the Minister of State in Charge of Primary and Secondary Education focused on:
 - The National Literacy Month weekly themes, key messages, and activities, and plans for the closing event and other key activities throughout the month, including the Read Aloud Challenge, read aloud sessions, a media campaign, writing competitions, community library events and literacy promotion events at the community level;
 - Responsibilities of families for learning and reading at home, including what has been achieved so far by the remote learning program, and emphasizing the role of parents to ensure that each child knows the TV and radio lesson schedules and that he/she is ready to participate at the time of the lesson with a notebook and a pen, does exercises, and completes homework, as directed by teachers;
- Overview of the Soma Rwanda Parents Awareness-Raising Campaign and National Reading Campaign. The following were key talking points:
 - The Ministry of Education led Soma Rwanda members to launch the National Reading Campaign in February 2020, which aims at ensuring that children have access to reading materials in schools, home, and the community. Before the COVID-19 outbreak, as part of this campaign, literacy promotion activities were organized in the community, including the celebration of International Mother Language Day. The campaign sensitized parents, teachers, and the community to support their children to read in schools, at home and in the community, by supporting their children's participation in various literacy promotion activities;
- Remarks on learning and inclusion by the National Union of Disability Organizations of Rwanda (NUDOR) representative, who talked about the general status of learning and especially learning from home for children with special education needs. Challenges were also identified, including that braille books are rare, inaccessible, and expensive in Rwanda, thus making it difficult for some children with disabilities to access reading materials;
- The keynote address and official launch of National Literacy Month was given by the Hon. Minister of State in Charge of Youth and Culture, outlining the writing competitions organized by MYCULTURE, MINEDUC, and Edified Generation Rwanda.

Members' National Literacy Month activities

Soma Rwanda members hosted literacy promotion activities and delivered literacy messages through local radio stations from September 21 to October 21, 2020, including the following:⁷

⁷ Soma Rwanda is dependent on members to conduct and report their activities; therefore, this list may underrepresent the literacy activities conducted during the month. To facilitate organization and reporting of member-led activities, the Soma Rwanda Secretariat communicated to members through the official Soma Rwanda email and liaised between different members.

- Inclusion and literacy promotion in Ngororero District;
- A webinar on disability inclusion organized by Rwanda Education Board, with support of USAID Soma Umenye, UNICEF, and Disabled Persons Organizations (DPOs)
- Literacy Competitions;
- Literacy Champions and Community Education Workers book lending to families
- Engagement of faith-based organizations (FBOs) to share key literacy messages and organize reading activities for children;
- From October 5-30, 2020, youth volunteers used a mobile literacy approach to meet with children twice a week in their homes, moving from house to house to respect and follow the advice of the Ministry of Health to prevent the spread of COVID-19 through social distancing;
- TV and radio talk show on literacy topics with senior MINEDUC, REB and MYCULTURE officials;
- Public service announcements and literacy messaging through radio, social media and SMS;
- The launch of a community library in Kirehe district by USAID Mureke Dusome Activity
- Media engagement throughout the month highlighting literacy events taking place.

National Literacy Month weekly highlights are reported below.

Week 1 (September 21- 27)

Weekly theme: Keep your brain fresh; read a book/Soma igitabo, bituma ubwenge buhora bukangutse.

Read Aloud Sessions

Sunzu Yacu Community Library (in Kinoni Sector, Burera District) initiated various activities as part of National Literacy Month, including:

- Reading Kinyarwanda stories for young kids from Nyagatoki, Sunzu and Kigina villages at their homes. In order to respect the measures required to prevent COVID-19, the program was done in small groups of 3 to 5 students in order to maintain social distancing;
- Encouraging parents from the villages surrounding the Sunzu Yacu library to turn on radios for children to follow the Rwanda Bookmobile program of reading stories for the kids through radios and social media;
- Lending books to people from the surrounding villages and encouraging parents to borrow books;
- Promoting e-reading;
- Encouraging community children to join a writing competition and send their writings to the sector office; and
- Visiting people and evaluating the changes that took place in the community and attitudes about the reading culture.

Week 2 (September 28 – October 4)

Weekly theme: Protect children's future; keep them safe and learning/Rinda ahazaza h'umwana umubungabunga, ndetse umufasha guhora yiga.

Read Aloud Challenge



The Read Aloud Challenge was launched on September 21 by the [Hon. Minister of State in Charge of Primary and Secondary Education](#). Participants included the [Minister of Sports](#), [Minister of ICT & Innovation](#), [US Ambassador to Rwanda](#), the [Minister of State in Charge of Youth and Culture](#), [Former DG REB](#), [DG Education and Policy and Planning](#), [PS MINALOC](#), and the [PS of Ministry of](#)

[Sports](#) and more!

Week 3 (October 5 – 11)

Weekly theme: Lifelong learning starts at home; parents, make reading and learning a daily habit/Babyeyi, gusoma no kwiga mubihindure akamenyero (ka buri muni), kuko kwiga ni uguhozaho kandi bigatangirira mu rugo.

Community Outreach



- In Rwinkwavu Sector, Kayonza District, literacy messages were broadcast from a car moving through the community;
- 225 “Ready For Reading” Literacy Ambassadors disseminated literacy messages to households;
- 44 community leaders from Kayonza District were also engaged to disseminate literacy messages.

Community librarians across the country were trained with support from Kigali Public Library, Save the Children (USAID Mureke Dusome and Reading Ready projects), and Umuhuza.

National Literacy Month banners were put on display in Kigali and districts (by USAID Soma Umenye and National Commission for UNESCO)



Week 4 (October 12 – 18)

Weekly theme: All children can read, create equitable learning environment/Abana bose bashobora gusoma, bityo bahe bese amahirwe angana yo kubona aho bigira hakwiriye.

Community Libraries

Launch of Community Libraries



USAID Mureke Dusome, Save the Children, Umuhuza, KPL, NIC, & districts committed to establish and equip one community library in each of the following four provinces: Burera District (Northern Province), Kirehe District (Eastern Province), Ngororero District (Western Province), Ruhango District (Southern Province). Each

community library will be provided with books, bookshelves, mats, chairs, and computers. The library in Kirehe District opened on October 21.

During National Literacy Month, the Vision Nouvelle Library in Rubavu District encouraged children to read and borrow books through home visits. In addition, 100 girls from Rubona Cell in Nyamyumba Sector were trained and they made a saving group that helped them buy schools kits.

Training for Community Librarians

From September 2 to October 15, 2020, KPL, in partnership with Save the Children Rwanda and Umuhuza under the Reading Ready Project and the USAID Mureke Dusome project, organized a training for Community librarians/volunteers in the framework of capacity building and skills development. The major objective of this training was to provide capacity building for the Community Librarians in terms of effective library management. Community librarians/volunteers from 62 community libraries in Kigali City, Northern Province, Eastern Province, Western Province and Southern Province participated.

From September 30 to October 2, 2020, Kamonyi Public Library, in partnership with Global Civic Sharing Rwanda under the funds of Samsung Dream Scholarship Foundation, organized a librarian and youth volunteer training workshop with objectives of learning more about library management, cataloguing, classification, educational programs and children's rights.

Making Reading Materials Available

During the COVID-19 lockdown, the Kamonyi Public Library adopted a mobile library model, from May 25th to June 30th, 2020, to facilitate children to get books for reading at home. Then from July 4th to August 16th, 2020, they loaned 2,135 books; at least 781 children were served, including 443 boys and 338 girls.

In July 2020, Agati Library launched a pilot project in Musanze that involved recording children reading selected library books for radio broadcast, followed by a phone-in Q&A. The project concept was called "*Nge Nawe Dusome*," which roughly translates as "Read with Me." For National Literacy Month, Agati Library recorded and edited audio pieces about various stories. They broadcast radio shows every week, and 12 stories were read followed by a live Q&A. Children submitted original stories via phone calls on the radio and

by bringing their manuscripts to Agati library, and they were proofread and edited at the library.

Due to the COVID-19 outbreak, some community libraries did not hold planned events as part of the National Literacy Month celebration, while others were able to modify their plans. Hewitt Community Library, located in Kayonza District, Gahini Sector, gave 20 storybooks to parents so that they could read for their children while they were home. It also formed a group of 20 parents to sensitize others through the radio about supporting their children to read during the period of learning from home.

Disability Inclusion Events

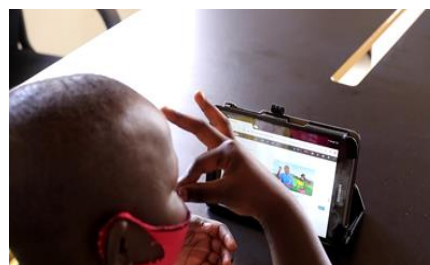
Webinar



Rwanda Education Board, with support of USAID Soma Umenye, UNICEF, and Disabled Persons Organizations (DPOs), hosted a live webinar event on literacy for students with disabilities on October 19, 2020. The event celebrated recent successes in increasing access to literacy materials for students with disabilities, and discussed commitments to

further this work.

Both UNICEF and USAID Soma Umenye unveiled new accessible digital literacy materials, developed in partnership with eKitabu, REB, and Rwanda National Union of the Deaf (RNUD). These materials include REB's first accessible digital textbook for Primary 1 English, and 54 accessible digital Kinyarwanda readers for P1 to P3 students. The accessible materials include audio, visual, and print components, including Rwandan Sign Language, and a glossary for further learning.



The National Literacy Month Inclusion webinar gathered more than 30 participants to discuss improving access to literacy materials for children with disabilities. The Executive Director of RNUD, Samuel Munana, discussed the importance of the new accessible digital literacy materials. Donatilla Kanimba, Executive Director of the Rwanda Union of the Blind (RUB), emphasized the importance of every child being able to access books and read in a way that suits them. She called for increased support to expand access and support in this area. This request was affirmed by Augustin Gatera of REB, who noted the great achievements being made to increase quality education for all children, and committed to ensuring the materials are made widely available.

The webinar was hosted by Rwanda Education Board, and included presentations by UNICEF and USAID Soma Umenye, both in collaboration with eKitabu. Rwanda Union of the Blind and Rwanda Union of the Deaf, with the National Union of Disability Organizations in Rwanda, served as moderator, provided additional remarks.

Inclusion and Literacy Promotion in the Community

Save the Children, USAID Mureke Dusome, Uwezo, VSO, and BLF organized a community event in Nyange Sector, Ngororero District on Oct 20, 2020. Local officials, parents, children with disabilities, development partners, and Soma Rwanda members celebrated the National Literacy Month week four theme: “All children, with and without disabilities, can read; create an equitable learning environment.” Save the Children under its Schools For Change project gifted 800 storybooks to families of children with disabilities.

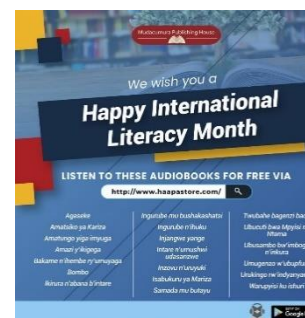


Free audiobooks were also made available during National Literacy Month at <https://www.haapastore.com>.

Writing Competitions

RALSA & partners story writing competitions

Since 2017, the Rwanda Archive and Library Services Authority (RALSA) and its host Ministry have conducted writing competitions in collaboration with different partners. Up to now, local publishers in collaboration with the Ministry of Youth and Culture (MYCULTURE) have published 31 titles containing the winning entries.



This year, the writing competition became the joint activity of MYCULTURE, MINEDUC, MINALOC and REB, in partnership with different partners including Edified Generation Rwanda, the German Embassy, French Embassy, RUB, NCPD and NUDOR. The competition was planned from September 21 to October 19, 2020, and announcement of the 30 top winners was planned for October 21, 2020, during the closing ceremony of National Literacy Month. Due to the small number of short stories submitted to the sectors, districts and to MYCULTURE during the pandemic, the submission period was extended to November 1, 2020.

The following are the initial participation rates in the 2020 competition led by Edified Generation Rwanda:

- 40 short stories were submitted, rather than the 416 (1/Sector) expected (9.61% of expected),
- 341 short stories were submitted, rather than the 2080 (5/Sector) expected (16.40 % of expected)
- Sector participation in writing competitions: $135/416 = 32.45\%$
- District participation in writing competitions: $23/30 = 76.66\%$

Below is the plan for finalizing these competitions:

- The writing competition schedule was extended until November 1st as a date of submission at sector level by S4, 5 and 6 students. The sector had to do screening and send one story to the district level.

- The selected stories at sector level should be submitted to district level on November 3rd 2020.
- The district to submit the stories through a link to MYCULTURE on November 6th 2020. MYCULTURE is expecting to receive 416 stories from 30 districts (one per sector).
- MYCULTURE to organize a workshop with Publishers, MINEDUC, *REB and Edified generation Representatives* to screen stories and select the 30 best stories in the week of November 16th
- MYCULTURE and MINEDUC to publish results on its website at the end of November 2020
- MYCULTURE and MINEDUC to award winners in April 2021 during holidays.

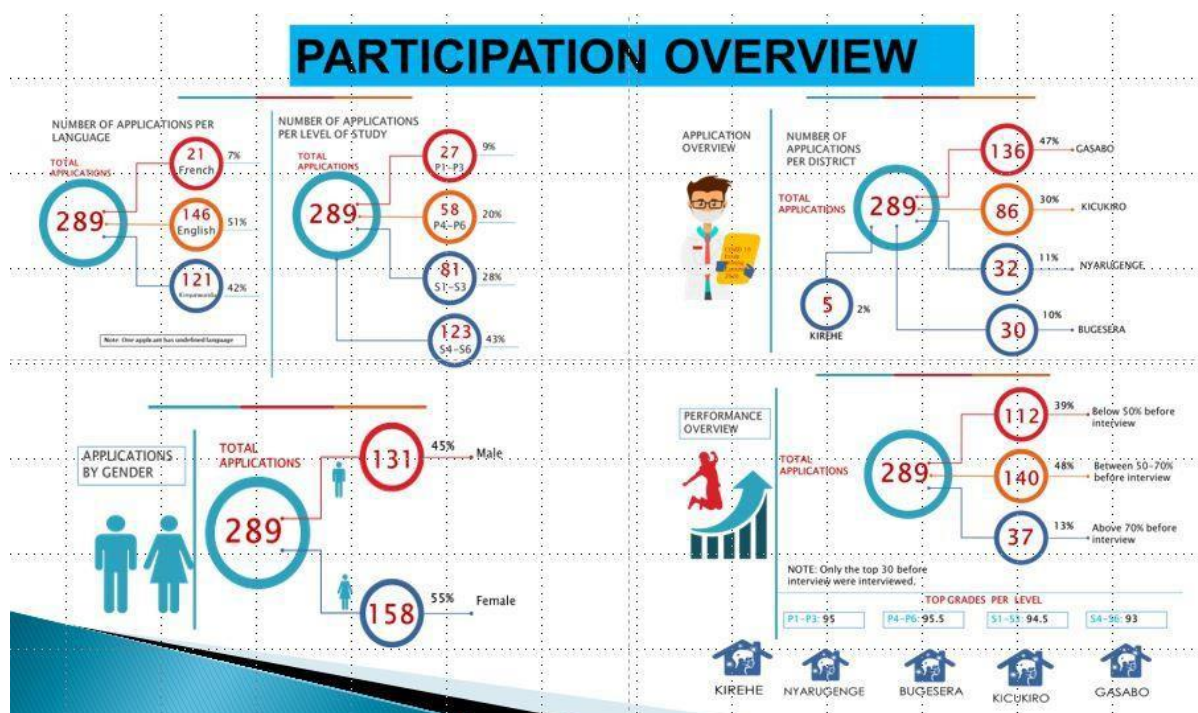
Umuhuza, GREAT, and Right to Play's story writing competition

Umuhuza held reading festivals in the districts of Bugesera, Kayanza and Ruhango on October 21st, organized under the GREAT Project, and implemented in partnership with Right to Play. Community members, including literacy volunteers, parents, and children, had been encouraged to write stories and make books using locally available resources. The stories that were written by children, parents and volunteers were evaluated by Umuhuza staff in collaboration with education officers and community representatives, and the best performers were awarded at the closing of the National Literacy Month

COVID-19 Essay Competition

In recognition of National Literacy Month 2020, Edified Generation Rwanda conducted essay writing competitions about COVID-19 in Gasabo, Kicukiro, Nyarugenge, Bugesera and Kirehe Districts, to encourage children to develop good writing and reading skills and continuously improve their skills during the period when they were learning from home.

The Edified Generation Rwanda COVID-19 essay writing contest 2020 was officially launched on July 17, 2020, and it officially closed on August 24, 2020. In the response to COVID-19, the competitors applied through an online platform. In total, 289 applications were submitted from different levels of classes from the five districts, including 136 applicants from Gasabo District, 86 applicants in Kicukiro District, 32 applicants in Nyarugenge District, 30 applicants in Bugesera Districts and 5 applicants from Kirehe Districts. 131 of all applicants were boys and 158 were girls. 146 essays were written in English, 21 in French, and 121 in Kinyarwanda.



On September 7, 2020, the grading phase was led by Rwanda Academy of Language and Culture (RALC), and to insure fairness all submissions were coded during the grading period and decoded during the deliberation. The top 30 most outstanding essays and stories were selected. The contest results were officially published on September 18, 2020, and the 30 winners' works were given to RALSA to coordinate with the authors and publishing houses for publication in a book which will be a bank of memories and experiences from the COVID-19 lockdown period. The book will be made available to the partners, Ministries and relevant institutions, as well as book shops and libraries. On October 21, 2020, the winners were officially announced during the virtual closing of National Literacy Month organized by MINEDUC and Soma Rwanda members. Prizes for winners included scholastic materials, laptops, certificates of participation and school fees. This program was implemented with joint support from the French Embassy in Rwanda, the Ministry of Youth and Culture, Rwanda Education Board, Save the Children, USAID Mureke Dusome, Harambee, UNESCO, National Commission for UNESCO, the City of Kigali and an individual donor, Mr. Kozelj Rok, who works with the European Union as an administrator in the Directorate-General for External Policies.

Media campaign

- Every Saturday at 3:00 PM, children followed the Reading Radio Program through HUGUKA Radio 105.9 FM;
- USAID Soma Umenye organized a radio talk show on October 15th, 2020, which focused on the role of parents and communities in supporting all children to read. During the talk show, they were joined by the Vice Mayor for Social Affairs for Rwamagana District, Mrs. Umutohi Jeanne, who affirmed that when children learn to read, they are better equipped to support their family, community, and country. The talk show increased parental awareness of National Literacy Month and the Reading Campaign, encouraging everyone to participate. It further helped parents understand that reading with their child is the best way to help them develop literacy skills and improve learning outcomes, and that parents

should take an active interest in their child's reading and learning at home, finding available reading materials, and reading with and to their child for at least 15 minutes each day;

- The Rwanda Bookmobile Initiative, USAID Soma Umenye, Save the Children, and USAID Mureke Dusome collaborated to air Public Service Announcements featuring literacy messages on Radio Rwanda, Radio Energy, KT Radio, Flash M, Ishingiro, Isangano, and Izuba community radio stations;
- MINEDUC, Right to Play, World Vision, USAID Soma Umenye, USAID Mureke Dusome, and Save the Children collaborated to organize a talk show with literacy testimonies, which was aired on RTV, Radio Rwanda, and Flash FM;
- The Rwanda Bookmobile Initiative and Edition Bakame aired read aloud sessions on RTV, Radio Rwanda, and Radio Maria;
- Soma Rwanda members shared literacy messages through Twitter & Facebook;
- During National Literacy Month, Save the Children continued to coordinate a parents' awareness raising campaign using radio, TV, and social media. Parents and children gave testimonies about literacy promotion. [One of these programs is posted at this link:](#)
- The Secretariat reached out to Soma Rwanda members to track and publicize events. The full calendar of events was posted on the Soma Rwanda website, www.rwandareads.rw;
- Local media houses produced five stories publicizing National Literacy Month activities, including three online and two radio news stories covering an inclusion and literacy promotion event that took place in Ngororero District. Details and links are listed as an annex of this report.



National Literacy Month closing ceremony

The virtual closing of National Literacy Month took place on October 21, 2020. The event recognized literacy promotion activities that took place throughout the month and talked about the back to school measures. 45 participants from Soma Rwanda and the local community attended the National Literacy Month Closing Ceremony, including representatives of MINEDUC, USAID, USAID Soma Umenye, USAID Mureke Dusome, Save the Children, BLF, World Vision, Ready for Reading, the French and Germany Embassies and MYCULTURE. The representative from MINEDUC in his opening remarks commended the great achievements in promoting literacy in Rwanda and appreciated the contributions of different partners and added that the National Literacy Policy is in the approval process. The closing ceremony featured pre-recorded videos of children and senior officials who participated in read aloud sessions. The USAID Director, Education Office (the Co-chair of Soma Rwanda), in her closing remarks, thanked all partners who participated in National Literacy Month events and encouraged all partners to keep up the momentum.

Recommendations

The Soma Rwanda platform aims to promote a culture of reading through sustained interventions by multiple stakeholders, reaching Rwandans in rural and urban areas, as well as children, youth and adults. Despite COVID-19 challenges, National Literacy Month 2020 supported a successful parents' awareness campaign as well as local literacy promotion activities.

The following recommendations are strategies to build on the momentum and excitement about the promotion of literacy and to strengthen the ability of Soma Rwanda to fulfil its objectives.

Recommendation #1: Start NLM planning and fundraising at the start of 2021

The Soma Rwanda Technical Committee should meet at the beginning of January to develop plans for literacy promotion activities throughout the year, including plans for National Literacy Month. The first meeting of the Soma Rwanda Steering Committee should be held in January or early February to review the 2021 plans developed by the Technical Committee and provide strategic guidance.

Recommendation #2: Strengthen planning for budget support

Overall planning for literacy promotion in 2021 should include, from the outset, planning for how to cover the budget for National Literacy Month activities. Specifying responsible parties, procurement procedures, and logistics as a component of planning from the beginning of the year will allow time to strategically solicit more sponsorship and ensure plans are funded.

Recommendation #3: Strengthen the Soma Rwanda Task Force as a permanent event-planning subcommittee reporting to the Soma Rwanda Technical Committee

The Soma Rwanda Technical Committee establishes a permanent Task Force (or technical subcommittee) consisting of event planners and communications professionals from MINEDUC, MYCULTURE, MINALOC, REB, UNICEF, RCBO, the Secretariat, USAID Soma Umenye, World Vision, and other leading partners.

Annexes

Media Coverage

No	Event	Organization	When	Media House	Language	Format	Link
1	<i>Inclusion</i>	SCI	20/10/2020	Top Africa	Kinyarwanda	Article	http://topafricanews.rw/2020/10/21/ngororero-ababyeyi-barasabwa-kutavangura-mu-guha-abana-amahirwe-yo-kumenya-gusoma-no-kwandika/
2	<i>Inclusion</i>	SCI	20/10/2020	Top Africa	Kinyarwanda	Article	https://www.topafricanews.com/2020/10/22/ngororero-parents-urged-not-to-discriminate-children-with-disabilities-as-reading-month-closes/
3	<i>Inclusion</i>	SCI	20/10/2020	Rwanda Inspirer	Kinyarwanda	Article	http://rwandainspirer.com/2020/10/21/activists-call-for-inclusive-rights-to-education/
4	<i>Inclusion</i>	SCI	21/10/2020	Radio Huguka	Kinyarwanda	Radio report	<i>It was aired on October 21, 2020 at 17:30</i>
5	<i>Inclusion</i>	SCI	21/10/2020	Radio Salus	Kinyarwanda	Radio report	<i>It was aired on October 21, 2020 at 18:00</i>

Budget

Category	Item				Sponsor Name	Amount
		Price per unit	Quantity	Total Cost RWF		
Media and Branding	Road Banner (4x1.5m) (3 Kinyarwanda, 2 English)	24000	5	120,000	Right to play	5,757,709
	Pull up Banners (4 Kinyarwanda, 2 English)	82000	6	492,000		
	Radio talk show at RBA Number 2	2,356,460	1	2,356,460		
	TV Talk show at RBA Number	2,789,249	1	2,789,249		
	Tear drops (6 Kinyarwanda, 4 English)	105000	10	1,050,000	USAID Soma Umenye	3,170,000
	NLM generic banners (4x1.5m) (Kinyarwanda)	32,000	5	160,000		
	NLM generic banners (4x1.5m) (English)	32,000	5	160,000		
	NLM PSA at KT Radio	20,000	30	600,000		
	NLM PSA at Flash FM	20,000	30	600,000		
	NLM PSA at Radio Energy	20,000	30	600,000		
	Radio talk show at RBA Number 1	2,356,460	1	2,356,460	Save the Children (USAID Mureke Dusome, Advancing School Readiness and School for Change Projects)	9,466,460
	NLM PSA at Radio Izuba	24,000	30	720,000		
	Online livestreaming of NLM	2,950,000	1	2,950,000		
	NLM PSA at Isangano	24,000	30	720,000		

	Kinyarwanda Story Books to gift families of CWDs	2500	800	2,000,000		
	Airing NLM celebration on 5 RBA affiliated community radio stations	2,500,000	1	2,500,000	World Vision	2,500,000
	NLM PSA (air time Radio Rwanda)	51,000	15	765,000	Rwanda Bookmobile	765,000
	T-shirts and banners	1,000,000	1	1,000,000	UNESCO	1,000,000
TOTAL				22,659,169		22,659,169

Self-Reliance: Literacy Champions in Ngoma District Initiate an Income Generating Activity



A representative of the savings group collects money from members at a weekly meeting.

In October 2019 Literacy Champions from Kazo Sector in Ngoma District launched an income generating activity to support reading activities in the community. Inspired by IGAs in neighboring Kirehe District, Literacy Champions in Kazo Sector started their own savings group to finance literacy promotion events in their reading clubs. On a weekly basis, Literacy Champions contribute 1,000 RWF. The funds are pooled and distributed to a member of the savings group. The selected Literacy Champion uses the accumulated sum to invest in literacy promotion activities in their reading club and improve their own living conditions. Jean de Dieu Uwitonze, the Literacy Champion Representative in Kazo Sector, explained that the idea for this income generating activity came from weekly meetings that brought Literacy Champions together to reflect on literacy promotion activities. *"To initiate this income generating activity, we started with a small amount of money collected*

from members. Everyone contributed based on their financial capacity. We discussed the level of everyone's contribution, then we agreed on a figure of 1,000 RWF," shared Jean de Dieu.

Maurice Sezirahiga added, *"With the savings group, we strengthened friendships and the contribution has supported members to improve their quality of life."*

Literacy Champions meet at the Kazo Sector Office every week to discuss literacy promotion achievements and the challenges they face. In addition, the savings group selects the next member who will be given the funds.

"After collecting money, members choose the next person. The selection is based on a rotating basis and a pre-determined order," elaborated Jean de Dieu.

Evelyne Mukashyaka, a Literacy Champion, testified that they could not afford to award children who participated in the reading competitions before they initiated the income generating activity.

"Before, we could not pay for prizes for children when we wanted to organize reading competitions," affirmed Evelyne.

Now, when they organize literacy events in Kazo Sector, the Literacy Champions sometimes recognize children with a portion of the money generated or a different reward, adding that children enjoy reading club activities when they feel incentivized.

"We are encouraged to be self-sufficient. For us, this means to strive for more income generating activities and not seek external support for children's awards. We would rather award a chick because we have a cooperative that raises chickens," confirmed Jean de Dieu.

Income generating activities were introduced by Save the Children Mureke Dusome to encourage Literacy Champions from Ruhango, Ngororero, Kirehe, Burera and Gasabo districts to be self-reliant.

Annex 3. Q1 FY2021 Photographs

A child with a disability from Ngororero District reading a storybook. Youth Volunteers with Disabilities conducted awareness workshops for parents of children with disabilities and when closing the workshops, Mureke Dusome awarded books to children whose parents had participated.



A Youth Volunteer with a Disability chatting with the parents of a child with disability during a home visit to build parental capacity to support reading and learning skills. Mureke Dusome trained 137 Youth Volunteers with Disabilities who have reached nearly 3,500 parents through awareness workshops and home visits.



From right, the NIC commissioner with the Executive Director of Umuhuza and volunteers during the official launch of a community library in Burera District. Mureke Dusome, in collaboration with NIC, KPL and districts, established similar community libraries in Kirehe, Ngororero, and Gasabo districts.



The Bishop of Karongi Diocese opening an EAR Fathers' Union workshop. In Q1 FY2021, 80 members of the Fathers' Union attended a workshop on promoting literacy in homes and community.



During a Sector Level Education Council meeting for peer learning in Ngoma District, a Mureke Dusome staff demonstrates how to read storybooks for and with children.

MUREKE DUSOME

SLM Monitoring Report

OCTOBER TO DECEMBER 2020

Cooperative agreement No. AID-696-A-16-00002

I. Table of Contents

1.	Introduction	26
2.	SLEC Meetings for Peer Learning in Huye, Ngoma and Rulindo districts.....	26
3.	Distribution of reading materials	29
4.	Engagement of Local leaders at the local community	30
5.	Engagement of Education Officials.....	31
6.	Engagement of School Leaders	32
7.	Engagement of Parent Representatives	33
8.	Engagement of Literacy Champions	34
9.	Coordination.....	36
10.	Challenges and the Way Forward.....	36

1. Introduction

In Q1 FY2021, Mureke Dusome collaborated with multiple stakeholders to promote children's literacy in Huye, Ngoma and Rulindo districts. In a bid to strengthen school-community partnerships, Mureke Dusome worked with the Vice Mayors in Charge of Social Affairs, Joint Action District Forum (JADF) Officers, district level education officials, Sector Education Officers (SEOs), Sector Executive Secretaries (ESs), Head Teachers (HTs), School General Assembly Committee members (SGACs), Literacy Champions (LCs) and Village Leaders (VLs) to ensure children have access to learning materials and are supported to read and learn.

This quarter, Mureke Dusome carried out several activities including the third Sector Level Education Council (SLEC) meetings for peer learning, monitoring and following up on resolutions from peer learning, provision of school kits, distribution of *Karama* magazine and storybooks to reading clubs, collection of daily activities reported by School General Assembly Committee members and Literacy Champion Representatives (LCRs) on how they support children to learn to read at home, sensitization of parents to support their children during the COVID-19 pandemic, and collaboration with USAID Soma Umenye and Building Learning Foundations (BLF) to enhance overall performance through School Improvement Plans (SIPs).

2. SLEC Meetings for Peer Learning in Huye, Ngoma and Rulindo districts

Beneficiaries	Number		
	Female	Male	Total
Local Leaders (Cell Leaders and Sector Executive Secretaries)	65	151	216
Education Officials (DDEs, DEOs, SEOs, JADF)	13	38	51
Head Teachers	64	157	221
School General Assembly Committees	71	138	209
Literacy Champions	236	199	435
Total	449	683	1,132

In general, SLEC meetings for peer learning were used as an opportunity for local leaders, education officials, HTs, SGACs and LCs to learn from one another and come up with new ways to support children's literacy during the COVID-19 pandemic.

The third SLEC meeting for peer learning in Huye, Ngoma and Rulindo districts focused on the following objectives:

- Discussion about sector education challenges in general (learner drop out, school feeding, etc.) and progress in school reopening;
- Share best practices, success stories, challenges and homegrown solutions to overcome obstacles
- Record lessons learned in the promotion of children's literacy.

Discussions led to the following agreed actions:

- Planning Sector Tour Education Campaign with all sector education stakeholders to bring back students who are still at home;
- Sensitizing parents to the school feeding program;
- Selecting Village Education Advisors to support the sector education team with drop out cases and raising awareness of parents and community on valuing children's education and literacy;

- Literacy Champions avail reading materials to children as well as conduct home visits to parents to maintain support of their children at home;

Participants also shared the following best experiences in the promotion of children's literacy:

- During the COVID-19 pandemic, storybooks were given to children, and parents were sensitized on how to support children at home and support children's literacy through read aloud activities. The Literacy Champions invited HTs, SGAC members and VLs to attend some of the activities carried out by them;
- Through African Evangelist Enterprise's IGA groups, LCs sensitized parents on supporting their children's literacy. Parents borrowed storybooks from the Literacy Champions and had time to be given hints on how to support children at home. This has been done in Simbi, Mbazi, Maraba and Kigoma sectors of Huye District.
- Primary teachers have been trained on improving children's literacy through 5 core skills by USAID Soma Umenye. The Head Teachers from EP Sahera in Mukura Sector, Huye District proposed that lower primary teachers are selected to support Literacy Champions to improve their Kinyarwanda literacy skills;
- LCs, SGAC members and VLs attended *isibo* meetings and at the end they shared education messages on how to support children at home such as through borrowing books from schools, following lessons aired on radio and borrowing storybooks from the reading clubs;
- LCs supported reading in homes by lending books to children and sensitizing families to read with children;
- HTs, SGACs and LCRs worked together to mobilize new volunteers to replace LCs who had dropped out;
- HTs allowed LCs to borrow books from schools to increase book lending to children during school closures. LCs and SGACs were working together to monitor the use of these books in families;
- LCs, VLs, SGACs and HTs sensitized parents on how they can support the continuation of learning and reading at home. They used opportunities of meeting people at school construction sites, Vision 2020 Umurenge Program (VUP) activities and other meetings which were allowed in the community.

The Inter-School Peer Learning Officer at Rwanda Education Board (REB) joined Mureke Dusome to monitor the third SLEC meeting for peer learning in Huye and Ngoma districts. He noted that the meetings were an opportunity to discuss strategies to promote education and literacy. He shared that REB already included monitoring of SLEC meetings for peer learning in M&E plans. The Inter-School Peer Learning Officer said, *"I appreciated the strategies that you are using in overcoming challenges that hinder the good performance of your students and the promotion of children's literacy. Literacy is a priority that you should always discuss in your education meetings and take tangible actions towards."*



Participants who attended the Sector Level Education Council meeting for peer learning at Rukumberi Sector, Ngoma District.



The Inter-School Peer Learning Officer at REB emphasized the relevance of peer learning to promote literacy during SLEC meetings in Mukura Sector, Huye District.

3. Distribution of reading materials

To continue increasing access to varied reading materials, Mureke Dusome distributed 5,082 storybooks and 14,520 copies of the first, second and third editions of *Karame* magazine to reading clubs in Huye, Ngoma and Rulindo districts. These materials were distributed during SLEC meetings which brought together stakeholders including Literacy Champions.

Literacy Champions reported that children enjoy *Karame* magazine and new storybooks. CEWs also reported that the more access children have to reading materials, the more interested and accustomed they are to reading.

In Rulindo District, parents reported that children like *Karame* magazine because they can read the series every month in consecutive editions. In Huye District, upon receiving *Karame* magazine, one LC from Maraba Sector summoned children and conducted a special reading event and encouraged children to borrow *Karame* magazine. The LC promised to give the children subsequent editions.



Literacy Champions received storybooks and Karame magazine in Ngoma District.



A special gathering of children from EP Shyembe in Maraba Sector, Huye District after borrowing storybooks and copies of Karame magazine.

4. Engagement of Local leaders at the local community

Mureke Dusome involved local leaders to instill ownership of activities and ensure parents are sensitized on the importance of supporting children to read at home.

During SLEC meetings for peer learning and monitoring visits, local leaders agreed to work collaboratively with the community to ensure children attend school and that those who are still at home are supported in terms of reading activities and following lessons aired on the radio. Cell leaders were engaged in SLEC meetings for peer learning in Ngoma, Huye and Rulindo Districts. Cell leaders were reminded of their role in supporting literacy activities in their communities during the third SLEC meetings for peer learning and monitoring visits. As a result, Cell leaders agreed to support Literacy Champions in ensuring parents understand their responsibility to support children at home.

Cell leaders agreed to ensure there is no child who goes to the market or does other activities that prevent him or her from attending school and would punish people who use children for harmful physical labor. Cell leaders also decided to incorporate Mureke Dusome activities and messages in community gatherings like *Umuganda*, school construction, market radio communication, *inteko z'abaturage*, *umugoroba w'ababyeyi*, and other forums like *amatsinda yo kwizigamira* and *inshuti z'umuryango*.

Furthermore, local leaders supported Literacy Champions in sensitizing parents to help their children at home through *isibo*, care groups and home visits. As an example, the Executive Secretary of Kinazi Sector in Huye District attended reading activities at EP Remera and appreciated the work done by the LCs. To demonstrate her support, the ES read a story aloud to children.

Simugomwa Felecien, the Village Leader of Nkanga village in Ngoma District, shared literacy messages during *Umuganda* at E.P Nkanga in Rusiga Sector, Ngoma District. The parents and other participants received literacy messages and were tasked with informing their fellow citizens about opportunities to

borrow storybooks and leveled books in their communities and schools. The VL also reminded the parents to put more effort in helping children follow the lessons aired through radio especially for lower primary children who would remain at home until their classes reopen.

5. Engagement of Education Officials

District and sector education officials have a key role in delivering quality education and improving children's literacy. Education officials supported project stakeholders to conduct literacy activities and ensure children can access reading materials.

Education officials reached during SLEC meetings for peer learning were involved in activities to sensitize parents to support their children at home and mobilized caregivers to borrow age-appropriate learning materials for their children. In addition to this, education officials worked hand in hand with Mureke Dusome to ensure messages related to parents were successfully transmitted during *Umuganda* to build classrooms.

The District Directors of Education (DDEs) and District Education Officers (DEOs) supported Mureke Dusome in reminding Sector Education Officers and Head Teachers to attend SLEC meetings for peer learning conducted at the sector and school levels. SEOs in collaboration with Mureke Dusome facilitated SLEC meetings for peer learning.

The SEO of Simbi Sector in Huye District said, *"We are really grateful to have a partner in education that supports us to improve the quality of education especially in children's literacy as the key foundation to other languages. We hope that this meeting will help shape our ways of working especially in education."*



The SEO of Cyinzuzi Sector in Rulindo District facilitated a SLEC meeting for peer learning.

6. Engagement of School Leaders

School leaders, such as Head Teachers, participated in Sector Level Education Council meetings for peer learning. As a result:

- Some school leaders decided to help Literacy Champions to send reports and also plan to collaborate with SGACs to motivate LCs who facilitate reading clubs and evaluate if the intervention improves children's literacy after being resumed;
- School leaders agreed to stay in touch with Literacy Champions and Village Leaders to ensure the necessary learning resources are provided to parents to support their children at home, including providing storybooks to reading clubs to give children access to books during the COVID-19 pandemic; School leaders demonstrated buy-in by deciding to include literacy activities in School Improvement Plans to address the reading skill gaps of learners.

During the SLECs, school leaders were encouraged to report students who did not report to school and work with Cell ESs, LCs, VLs, District Administration Security Organ (DASSO) staff and other education stakeholders to ensure children report to schools.

In addition to this, during the SLECs, some HTs reported:

- That they had started visiting different areas where reading activities are being conducted to ensure children learn and follow instructions in the fight against COVID-19;
- That they organize meetings with LCs, VLs, SGACs and teachers to discuss how they can improve book lending to LCs to increase children's access to reading materials. They also provided LCs with the supplies to repair damaged books.



A Mureke Dusome staff with the SEO of Rukira Sector, Ngoma District and Head Teacher and faculty from GS Gituku after discussing how reading clubs will resume.

7. Engagement of Parent Representatives

Generally, parents are the primary caregivers of their children, thus, they are responsible to make sure their children learn and improve their reading habits. During SLEC meetings for peer learning, SGAC representatives had opportunities to learn how to support their fellow parents and facilitate children to read at home.

During the gradual school reopening, some parents were observed to not support their children to return to school. School General Assembly Committees were urged to sensitize parents during different meetings to help the schools reenroll children as teaching had already resumed. Thus, parent representatives supported schools to sensitize parents who do not send their children to school.



Parent representatives shared ideas on how parents can support children to learn to read at home in the SLEC meeting for peer learning at Rukumberi Sector, Ngoma District.



Parents and LCs from EP Shengampuri in Rulindo District showed traditional mats that they made for reading clubs.

8. Engagement of Literacy Champions

In Q1 FY2021, Mureke Dusome continued to engage Literacy Champions through inviting them to SLEC meetings for peer learning, and through mentoring and coaching them through visits and phone calls. To recognize the efforts of Literacy Champions to conduct more reading sessions and home visits as well as sensitize parents, which require more time than originally committed, Mureke Dusome provided a monthly incentive of 5,000 RWF for each Literacy Champion in Huye, Ngoma and Rulindo.

In addition, Mureke Dusome encouraged district and sector education officials, HTs and parents to play their role in supporting Literacy Champions by involving them in educational events, engaging them in parent sensitization, campaigning with them for school reopening, and co-facilitating community reading activities, etc.

As an outcome, Literacy Champions were highly motivated and worked very hard to ensure children access reading materials and are supported by their family members for their learning and reading. They were heavily involved in supporting children to read through lending books, home visits and reading sessions with children at their homes. They also sensitized parents to support their children to read and participated in campaigns to ensure children benefit from remote learning and have a smooth transition back to school.



An LC organized read aloud activities in their home garden at EP Gasama in Mbogo Sector, Rulindo District.



An LC supported a child from EP Rwiri to learn to read during a home visit in Rulindo District.

9. Coordination

In Q1 FY2021, Mureke Dusome collaborated with institutions such as the National Council of Persons with Disabilities and coordinated with development partners such as FXB implementing the Sugira Umuryango program, USAID Soma Umenye and Building Learning Foundations to strengthen school-community partnerships to improve learning outcomes for children in P1 to P3.



A Mureke Dusome staff sharing literacy messages during an FXB-organized training in Karemobo sector, Ngoma District, explaining how parents can support children to learn to read at home.

10. Challenges and the Way Forward

Challenges

- Some child representatives were not able to attend the third SLEC meeting for peer learning because it coincided with school activities. HTs requested students to prioritize school activities;
- SLEC meetings for Peer Learning in some sectors were postponed due to other district and sector activities;
- Rainy season caused delays and prevented some participants from attending the SLEC meeting for peer learning.

Way Forward

- Mureke Dusome will continue to monitor the implementation of strategies committed to during the third SLEC meeting for peer learning in Huye, Ngoma and Rulindo districts and will work with SEOs to ensure the participants who missed the meeting get informed of agreed actions during other meeting and forums;
- Working closely with school representatives, LCs, VLs and parent representatives will ensure they support the community effectively by providing learning resources to parents;
- Mureke Dusome will continue to strengthen reading activities while children still at home through encouraging a continued collaboration between Literacy Champions, parents, local leaders and school leaders;

- Working closely with Cell Leaders, Mureke Dusome will continue to leverage their standing to influence communities to prioritize reading activities with children.

**DETAILED COMMUNITY ENGAGEMENT REPORT
OCTOBER- DECEMBER 2020**

II. Table of Contents

I. INTRODUCTION	40
II. MONITORING, COACHING, MENTORING AND INCENTIVIZING OF CEWS	40
Key observations from home visits	40
Best practices	46
Challenges	47
Lessons Learned	47
III. ONSITE VISITS OF THE INCOME GENERATING ACTIVITIES/SAVING GROUPS	47
Key outcomes	47
Challenges	48
Lesson Learned	48
IV. MONITORING AND CO-FACILITATION OF PARENTAL READING AWARENESS WORKSHOPS	48
Testimonies	48
Challenges	49
Lesson Learned	49
Way Forward	49
V. ESTABLISHMENT OF COMMUNITY LIBRARIES	49
VI. IMPLEMENTATION OF THE CEW MODEL	50
Key Outcomes	51
Challenges	51
Lessons Learned	51
VII. IVD CELEBRATION	51

I. INTRODUCTION

In Q1 FY2021, Mureke Dusome documented the following achievements from the five model districts of Kirehe, Gasabo, Burera, Ngororero and Ruhango:

- Joint on-site monitoring visits with local leaders through home visits and reading clubs;
- monitoring by both the Community Engagement Team and local leaders of the Income Generating Activities of CEWs;
- Follow up on reading awareness workshops (RAWs) in Burera, Kirehe, Ngororero and Ruhango, & signed MoUs with FBOs in Gasabo District and trained FBOs Volunteers;
- Establishment and official launch of community libraries in Kirehe, Ngororero, Ruhango and Burera districts;
- Kick off of the financial incentives for Community Education Workers (CEWs) in the 5 districts with dispensation of the first instalment;
- Celebration of National Volunteer's Week and International Volunteer Day in Gasabo, Kirehe, Burera, Ngororero and Ruhango districts;

II. MONITORING, COACHING, MENTORING AND INCENTIVIZING OF CEWS

In Q1 FY2021, monitoring, mentoring and coaching of the CEWs were the key interventions that were conducted in the five model districts through both onsite visits and remote monitoring.

Through onsite visits: Staff and local leaders continued conducting monitoring visits through home visits, reading clubs and visiting parents in RAW sessions, IGA monitoring and community library monitoring. Community Education Workers continued home visits to keep encouraging parents and other community members to continue supporting children to practice reading at home and sending them to borrow more storybooks and magazines from the CEWs.

Through remote monitoring: CE staff continued using an online approach with both local leaders and CEWs while coordinating field activities or collecting information. The most frequently used channels were phone calls, SMS, WhatsApp and email. The online approach was mostly used by staff who coordinated, documented and shared information on what is happening on the ground.

The key outcomes of organizing the above-mentioned monitoring are: through joint onsite monitoring local leaders understood Mureke Dusome interventions and its approach, which instilled in them local ownership of Mureke Dusome interventions; through home visits, parents, children, CEWs and other community members were able to share their experiences and staff were able to document best practices, success stories, lessons learned and key challenges observed, which will inform future programming.

Onsite monitoring through home visits

In Q1 FY2021, onsite monitoring visits reached staff and local leaders during 122 home visits benefiting 393 families with 588 (400F, 188M) parents and their 2,830 children (1716F, 1114M) in 56 sectors across Gasabo, Ngororero, Burera, Kirehe and Ruhango districts. A total of 332 (98F, 234M) local leaders participated in this activity together with 331 (185F, 146M) CEWs. CEWs reported their own home visits that reached 37,822 children (20,329F, 17,493M) and 20,170 parents (11,776F, 8,394M) from all 66 sectors in the five districts.

Key observations from home visits

I. Mureke Dusome revived a love for reading among children

A parent from EP Gako school catchment area in Kinazi Sector, Ruhango District testified that Mureke Dusome made his son in P3 like reading. She said, *"This project made my son like reading. He started attending reading clubs in 2018 when he was studying in P1. From then, he used to borrow books and to ask me how to read syllables. This made him like reading and succeed well in class as he*

cannot go below the second position in his class.” The Literacy Champion in the school catchment area confirmed that the particular child really likes reading and borrows books three times per week.

A girl in P3 from EP Kacyiru 2 school catchment area in Gasabo District borrows Mureke Dusome Kinyarwanda storybooks. Her mother claims that since her child started to borrow books from the CEW, her love for reading and fluency have increased.

2. Community Education Workers continued to lend story books to children

A CEW from GS Gitega school catchment area in Hindiro Sector, Ngororero District said that with the outbreak of COVID-19, the CEW encouraged neighboring children to come and borrow storybooks from her home. In order to prevent the spread of COVID-19, she elaborated on a lending plan whereby children come to pick storybooks from her home every Saturday and Sunday and before being given a new book they have to wash their hands and are encouraged to always wear face masks. The CEW said that she asks children to tell her what they have read when they return books and she said she was happy that children can recall what they have read from the previously borrowed books. Parents testify that because of Mureke Dusome children were not bored staying at home during this year of school closures.

CEWs in EP Jali school catchment area in Jali Sector, Gasabo District take care of around 15 children every day as documented through home visits. One parent from that village said that the Community Education Worker of their village is helping her children and said, *“Every day the CEW invites my children at home, reads with them and lends them Mureke Dusome storybooks. One of those children, who studies in P2, said that before this service they were not able to recognize blends but today, he knows how to write and read them.”*

A CEW in GS Gahara school catchment area in Gahara Sector, Kirehe District reported that children who have been attending reading club sessions, have been borrowing books to read from their homes. Proudly, the parents of these children have also been borrowing books during the COVID-19 lockdown to help their children read at home. Parents are very pleased with Mureke Dusome because lending storybooks to their children prevents a high number of children wandering without purpose.

3. Storybooks prevent children from wandering and help parents to support their children.

A parent in EP Gishweru school catchment area in Mwendo Sector, Ruhango District said, *“We give them time to read and support them by explaining what they do not understand. This prevents them from wondering since they are busy, reading.”*

A parent in EP Nyarurama Catholique school catchment area, in Ntongwe Sector of Ruhango District testified, *“The CEW lends my daughter books to read. I follow how she reads and support her to read well. This is important because it makes her always vigilant and not forget what she studied before the COVID-19 pandemic. In addition, it prevents her from wandering, because even when she is playing with others, she remembers our time for reading.”*

A CEW at GS Kiyanzi in Nyamugali Sector, Kirehe District said, *“Parents are very happy with borrowing books because these activities keep their children busy from wandering all over the village and hence acquire fruitful knowledge from the stories within these books.”*

4. Mureke Dusome made children get new knowledge and improve their reading skills

A parent from EP Gishari school catchment area in Mbuye Sector, Ruhango District explained that supporting her daughter in P2 gave her new knowledge. This parent said, *“I support her to read after my farming activity. Nowadays, she knows many blends that they had not studied before COVID-19, because I support her when she meets difficulties.”*

A child studying in P2 in Kageyo Sector, Ngororero District said that she is able to read above her grade level. Her mother expressed that her daughter started reading while she was still young and started with Mureke Dusome at the beginning. The child never reads alone but takes time to read together with her younger brother, improving his reading ability as well.

A parent in Gahara Sector, Kirehe District said, *“Before Mureke Dusome, my child was in Primary 3 and was not able to read a Kinyarwanda sentence but after joining reading club sessions, my child can now read Kinyarwanda storybooks fluently. I usually borrow various storybooks to keep motivating my child. Additionally, we borrow magazines from Community Education Workers; these are full of wisdom that help not only our children but also parents too.”*

5. Parents are happy to have books in their communities

A parent from EP Gako school catchment area in Kinazi Sector, Ruhango District said, *“We had a chance of having Mureke Dusome which is lending books to our children. We use those books to support them to read.”*

A parent from EP Gishari school catchment area in Mbuye Sector, Ruhango District said, *“For me, I had a chance of having books in our community. I approached the CEW, I asked her how I can get a book to read for my child. She told me that she has some and directly lent me one to borrow and return so that she can lend me another.”*

A CEW at GS Kirehe in Kirehe Sector, Kirehe District said, *“I am very thankful for Mureke Dusome’s capacity building in terms of promoting professional literacy activities in our community. Therefore, my fellow Community Education Workers also testify how the community members have recognized our efforts and we are being helped by parents to get some learning materials such as mats and chalkboards to facilitate learning activities in our village.”*

A CEW from GS Gashongora school catchment area in Gahara Sector, Kirehe District said, *“We as volunteers usually lend various storybooks to a big number of children each day. This is because, the children in lower primary levels (from Primary 1 to Primary 4) are not yet allowed to go back to school for academic studies therefore, complementarily, they come to my home in big numbers looking for storybooks. This is the nice because it helps children stay active. The parents are also happy for this activity and have become more supportive of their children than ever before.”*

6. Teachers are helping CEWs to support children to read

A teacher at GS Rusekera in Ruhunde Sector, Burera District was recognized as a Teacher of the Year in 2020 at the national level where she came in 2nd place among primary school teachers. During the COVID-19 lockdown until now, she accompanies children to CEWs to borrow storybooks and this was one of her actions that the evaluation team appreciated and contributed

to her coming in 2nd place. She was awarded an Ipad and a flat screen TV. When approached by the CE officer on 6th October 2020, she testified that she is willing to help children to read and to protect children. She said, *“I’m willing to help children to read. I accompany children to Community Education Workers to borrow books. I visit children at home and mobilize parents to help their children to read at home and sending them to reading clubs, to play an important role in the education of their children, etc.”*

This teacher works hand in hand with CEWs and helps them with their income generating activities where she keeps stock of their harvest to prevent mismanagement. She added, *“I work with CEWs and help them to think deeply on the project which can be more productive than others. I helped them not being limited to agriculture but being oriented in other businesses so that they are more productive. They started by buying beans at low price and selling them with interest. This can strengthen their IGA group.”*

7. Parents appreciated the effort of Community Education Workers

A parent from Rugengabari Sector, Burera District accompanied her daughter, a P3 student who has a disability, and told the audience, *“I really appreciate the effort made by Community Education Workers in mobilizing parents to help and allow children to come to reading club and helping children to read. Coming to the reading club helped my child to feel less lonely and she is able to read like other children. I thank again the Community Education Workers.”* She went on and said, *“I call upon all parents to let children come to the reading club because it is where children learn to read and are socially integrated by their colleagues. Children who come in reading club grow with the culture of reading and it is easy for that child to succeed in class.”*

A parent in Ngororero Sector, Ngororero District said, *“Generally we parents are the ones to follow up on our children’s learning process. I really value the role of Mureke Dusome in supporting our children to learn. My daughter who is in P3 used to struggle with Kinyarwanda reading, however since these volunteers started following up on her by visiting her, and providing her more storybooks to read, she considerably improved her reading skills and now can fluently read. I salute their efforts and especially during this period of COVID-19, they supported my daughter to get books to keep practicing at home even when schools were closed. I, myself, do take some time to help my daughter to read at home.”*

The parent of a child in P3 and another in P2 from GS Bihandagara school catchment area in Muhanda Sector, Ngororero District recognized the effort made by Mureke Dusome in order to support children to be busy with storybooks while at home which increases their knowledge. This parent brought a blackboard and used it to support his children to practice some writing at home at least 3 times a week.

8. Reading clubs helped children who dropped out of school to know how to read and come to school

A child who is in P3 at Rusarabuye PS in Rugengabali Sector, Burera District said, *“Coming to the reading club helped me to know reading because I had refused to go to school because I was born with a leg impairment, but I went to school and I’m ready to read and I succeed in class. I encourage all children to come to reading club and improve their reading ability.”*

A 16-year-old child had left school in P3 and had gone to work as a house boy. As reported by a CEW in Rusarabuye Sector, Burera District, the child liked the storybooks and used to come to the reading club. After the CEW sensitized him about going back to school, the child decided that he will go back to school when schools reopen.

9. CEWs are happy to see parents changing their attitudes towards the culture of reading among children.

A parent in Gatebe Sector, Burera District testified that she helped children to read and continues to help their children. She said, *"I take time to read the storybook borrowed by my children before reading together with them. This helped me to be prepared before so that I could help my children without any doubt on new terms that are in the story."*

A CEW from Rusarabuye PS school catchment area in Rugengabali Sector, Burera District, after conducting reading club, said, *"We are very happy to see parents changing their mindset vis-à-vis the promotion of the culture of reading. During this period of COVID-19 where children were not going to school, parents were mobilized and accepted to bring their children in reading clubs. And we are sure that the parents who borrowed storybooks are helping children to read them. There are parents who come to me to borrow books for children, others call me asking which storybooks are interesting and need to be appreciated and encouraged, because we as Community Education Workers are encouraged when we see parents support us to help children to read."*

A parent in Mahama Sector, Kirehe District shared her testimony on how Mureke Dusome is contributing to the behavioral change of their children. She said, *"My child is in P3 at GS Paysannat. Before the outbreak of Coronavirus in March 2020, my son was not able to read the primary two-level book but due to the engagement of Mureke Dusome in raising awareness of how parents should facilitate home reading activities to help their children, I immediately understood my concern and then I used to take one hour during the evening from at least 7:00 PM to 8:00 PM to help my son through Kinyarwanda book reading. Amazingly, after 3 months approximately, in June 2020, my child was able to read and write fluently."*

A parent from Ngororero Sector, Ngororero District who has a child who would be in P3, testified that she always supports her son to practice reading at home and as a result, he is a fast reader even for words with blended letters. The child kept on borrowing storybooks from the Mureke Dusome Community Education Workers and is always supported by his parents.

A parent in Gikomero Sector, Gasabo District said that every morning, he used to prepare lessons for his child in P1 and corrects his homework in the evening. The parent said that this exercise helped the child know all the letters.

A parent from EP Kageyo school catchment area in Byimana Sector, Ruhango District has 2 children. This parent expressed how her support to her children is important. She said, *"Given that my daughter was not able to read before COVID-19 as she was in P2, I saw that supporting her from home was helpful to her because she can now read blends and I helped her with that."*

A father in Rugarama Sector, Burera District helps to repair the damaged books in order to help his son and the reading club. He helps his son every evening to read stories.

A parent in Bungwe Sector, Burera District could not understand the importance of reading and prevented his children from going to reading club because the parent believed that it disturbed children and did not let them to do domestic work. This parent has shifted his mindset and now comes to CEWs to choose the storybook for his children even if he does not know how to read but he looks at drawings and photos. He always reminds CEWs the day to gather the reading club

and asks CEWs if his children improved their reading ability. As a result, this helped his children who were unable to read to now read fluently through attending reading club and other reading activities like borrowing books. *“Even if I don’t know how to read, my children must know how to read. It is my responsibility to help children to read because I know the consequences of illiteracy. I will always encourage my children to read books and try to find school material for my children. I work for the future of my children.”*

10. Out of Mureke Dusome storybooks some children started to develop their own stories

A CEW in GS Gikomero school catchment area in Gikomero Sector, Gasabo District encouraged children to write books. She said that of the 20 children who regularly borrow books, 5 wrote their own stories using their notebooks.

A child in Gatsata Sector, Gasabo District wrote a book titled *“Igitambaro cya Nyogokuru”* supported by the CEW.

A CEW from GS Rugarama school catchment area in Kigina Sector, Kirehe District reported that, *“Lending books to the children has helped them awaken their brains at an early age and they are now able to create their own stories or innovations. For example, some children have started writing their own stories with help of their parents. This shows that if this culture persists, there is no doubt that our children will be good book writers.”*

11. Local leaders also saluted Mureke Dusome’s approach to engaging the community

The District JADF Officer in Ngororero District said, *“The Mureke Dusome intervention has been important, and parents, supported by the Community Education Workers, were able to support their children, which is so important considering that most of the other interventions considered that changing people’s mindset was highly needed during this period; more parents - especially fathers - were able to understand that their children’s education is primarily in their hands [through the Mureke Dusome intervention].”*

The Sector Education Officer in Gahunga Sector, Burera District attended the reading club of Kabaya Primary School catchment area and appreciated the reading club activities and recognized the role played by Community Education Workers in promoting literacy in the sector, *“I recognize the role of Community Education Workers, especially during this period of COVID-19. CEWs continued to work while teachers are at their home and doing their own activities. They are helping us in mobilization of parents to bring back their children to school, etc.”*

The Head Teacher of EP Gikoma in Ruhango Sector, Ruhango District said that he learned a lot from CEWs since they lend books while school teachers do not as they fear that books can be lost. This leader said, *“I learned much during this period. I saw many children going to borrow books from the CEW’s home, and many of them come from far. I was also astonished that books are not lost. Before, books were kept at school. But the CEW asked me to take them at his home so that he can continue lending them to children during this COVID-19 period. I was thinking that he will lose them. But he told me that none of them have been lost so far, while teachers fear that books can be lost if they lend them to children.”*

12. Community education workers organized reading and writing competitions: a case in Bungwe sector of Burera District

The CEWs in Bungwe Sector, Burera District organized story writing competitions where at every gathering, every child presents and reads the story written by themselves. CEWs said that it is their responsibility to encourage and help children to write short stories and be able to read in public.

13. An increase in men's engagement in children's education was observed

The father of a girl in P3 in Ngororero Sector, Ngororero District testified that his family presents a good example of men's engagement whereby the father regularly supports his children to practice reading at home.

14. Respecting COVID-19 preventive measures (use of hand sanitizers in book lending)

To fight against COVID-19, Community Education Workers were observed using hand sanitizers before lending storybooks to children in GS Gikomero school catchment area in Gikomero Sector, Gasabo District.

Best practices

1. CEWs are playing a role in the “back to school campaign”

During a phone call with the SEO of Kinihira Sector, Ruhango District, the SEO testified that CEWs are playing a role in sensitizing parents and children to prepare children to go back to school. As reported by a CEWR of Kinihira Sector and confirmed by the SEO, the SEO organized and held a meeting with all CEWs from Kinihira Sector to discuss their roles in the *Back-to-School Campaign*. The SEO organized and chaired the meeting with different stakeholders in education, including Head Teachers, SGACs, Executive Secretaries of cells and the CEWR. In this meeting, they discussed the role of each educational stakeholder in preparing school reopening. Moreover, CEWR of Kinihira Sector reported that CEWs are supporting in parental sensitization as committed to during their meeting with the SEO.

The Executive Secretary of Kabagali Sector, Ruhango District called all CEWs from this sector to participate in a meeting of educational stakeholders with the aim of preparing school reopening.

During their monthly meeting for IGAs, CEWs from Byimana, Mbuye and Kinazi sectors in Ruhango District said that they started mobilizing parents and reminding them that schools are about to resume. In this, they sensitized parents and children to be ready for school reopening. CEWs also committed to continue this sensitization. The CEW from EP Mahembe school catchment area in Byimana Sector, Ruhango District said, *“Even tomorrow, there will be school general assemble meetings. We will attend it and will take the opportunity to remind parents to prepare for school reopening.”*

CEWs from Bungwe and Rugarama sectors in Burera District reported that they followed up with children who have not returned to school in collaboration with Head Teachers, Village Leaders and Cell Leaders.

CEWs play a vital role in the Back-to-School Campaign according to a presentation by the District Director of Education in Ngororero District. The DDE shared that 198 Mureke Dusome CEWs

will support their Unit together with Indahangarwa Youth to mobilize communities in the Back-to-School Campaign.

Challenges

- Parents claimed that it is not easy for them to help children to follow lessons aired through radio. For example, a parent from EP Gishari school catchment area in Mbuye Sector, Ruhango District said, *“The challenge we have is that lessons are aired in the morning hours, while we are busy with our work, and it is not easy for us to help children in that time. If possible, these lessons can be shifted to afternoon hours.”*
- Joint monitoring of reading clubs and home visits with sector officials is difficult because of new classroom construction activities in the five districts.
- As observed during home visits in Kirehe District, there is a poor mindset of some parents on home literacy promotion whereby children are not fully supported by their parents through home reading activities. Leaders and CEWs were encouraged to keep mobilizing parents on their roles and responsibilities.
- In some school catchment areas, there are CEWs who are not yet replaced like the CEW of GS Kimironko. Both CEWs dropped out and the Cell Leader and HT failed to select replacements because the village does not have available volunteers. Leaders decided that it would be better if the reading club relocated to Nyagatovu Cell next quarter.
- Replacement CEWs struggle with book management.

Lessons Learned

- Engagement of parents in book borrowing helped to ensure good management of books;
- Home visits have awakened parents to place greater value on home reading activities/literacy related activities;
- Regular messages to the CEWs on the implementation of the project is key for their motivation and success.

III. ONSITE VISITS OF THE INCOME GENERATING ACTIVITIES/SAVING GROUPS

In Q1, 55 IGA groups were visited in Burera, Ngororero, Kirehe, Gasabo and Ruhango districts and during the visits, 498 CEWs (242F, 256M) were met and 60 local leaders (34F, 26M) participated in the activities.

Key outcomes

- CEWs started to profit from livestock they raised and this encouraged them to keep on supporting children’s literacy in their communities.
- CEWs from all five model districts are satisfied with IGAs because it helps them to meet their economic needs. They also appreciate how IGAs offer them the opportunity to meet and share experiences on the culture of reading. A CEW in Byimana Sector, Ruhango District said, *“Our monthly meetings allow us to share experiences on literacy from different areas, which help us to learn from each other.”*
- Local leaders are engaged and participate in joint monitoring of IGA groups, and, at sector level, some have started to organize field visits without the accompaniment of Mureke Dusome staff. This was observed in the sectors of Cyeru, Ruhunde, Cyanika, Gahunga, Kinoni, Kagogo, Nemba,

Rusarabuye, Butaro, Gitovu, Kinyababa, Bungwe, Gatebe and Kivuye of Burera District. In Ngororero District, Sector Cooperative Officers from Matyazo and Kabaya sectors as well as the SEO in Gatumba Sector held IGA meetings with Community Education Workers on their own initiative without the presence of Mureke Dusome staff, which shows their ownership and support of IGA groups for the CEWs.

- For the proper management of IGA groups, the Business Development and Employment Units promised to support the management of IGA and savings groups for the CEWs in Gasabo, Burera, Kirehe, Ngororero and Ruhango districts. Mureke Dusome requested district officials to engage Sector Cooperative Officers in the follow up and management of the IGA and savings group projects.
- IGA groups have become a forum for local leaders to channel their messages like the sensitization of the Ejo Heza program. In addition, sectors adopted or revised their internal rules and regulations to develop projects to bid for VUP funds.

Challenges

The key challenge observed is that some IGA group members do not regularly attend the meetings organized by their group leaders, which inhibits the smooth functioning of projects. Local leaders encouraged group members to start enforcing the established internal regulations and where necessary to revise them so that all members are obligated to participate in activities organized by their affiliated groups. They also encouraged CEWs to develop more proposals to increase their groups' resources.

Lesson Learned

- IGA groups that are more centrally located (to ease member participation) are more profitable.

IV. MONITORING AND CO-FACILITATION OF PARENTAL READING AWARENESS WORKSHOPS

Following the signing of MoUs with different Faith Based Organizations in Kirehe, Ruhango, Burera, Ngororero and Gasabo districts, 27 sites were visited by Mureke Dusome and 5 local leaders in Burera, Kirehe, Ruhango and Ngororero districts were met. Across 16 sectors, 548 (433F, 115M) participants were met through the Reading Awareness Workshop (RAW) sessions facilitated by 21 FBO Volunteers (8F, 13M).

Testimonies

Parents attending RAW sessions appreciated the content and are committed to helping children improve their literacy skills:

A participant at a RAW session in Cyeru Sector, Burera District said that, *"There are things that we ignored and negatively impacted the development of our children, especially in literacy. For example, not playing with children and providing the time to read. But my understanding was raised and I must help my children every day."*

Another parent who participated in a RAW session in Rwerere Sector, Burera District testified that he changed his behavior vis-a-vis the education of his children especially to promote the culture of reading at home, *"There are a lot of things I did not do in my children's education, but after*

participating in RAW, I changed my behavior. I started helping my children by treating them right, helping them to read when they are at home. I will also do all I can to find school materials and send them to school on time.”

A parent who attended a RAW session in Hindiro Sector, Ngororero District said, “After attending the present sessions I completely changed my attitude toward my children. Before I did not know that I can sit and interact or play with my children, but since I started to attend these sessions, I changed and our relationship is better. It’s amazing.”

A participant at a RAW session in Ruhango Sector, Ruhango District expressed what they observed after a shift in their parenting, “I had not known that it is important to approach a child and to engage in dialogue with him/her. But because of these workshops, I started finding time to discuss with my children, telling them stories, and I found this interesting for them. I realized that they like it.”

Challenges

- Attendance of male parents in Reading Awareness Workshops is low. Volunteers were advised to collaborate with local leaders to sensitize men to attend. FBO representatives were also asked to support volunteers in sensitizing men to come to RAW sessions and consult them on convenient time for them to attend workshops.
- COVID-19 postponed the implementation of RAW sessions in Mahama, Nyamugali and Kigina sectors because of an uptick in cases. However, since mid-October 2020, Mureke Dusome in collaboration with Kirehe District agreed to gather fewer numbers of parents for RAW not exceeding 20 participants per session.
- Availability of FBO representatives in monitoring RAW sessions is an issue since they are busy with other responsibilities. Mureke Dusome advised FBO representatives to try their best so that they can follow up on volunteers.

Lesson Learned

RAW sessions have been another platform for community literacy promotion, and can be further leveraged to reach more community members, namely parents, with Mureke Dusome approaches.

RAW sessions are another opportunity to inform parents about the availability of storybooks in communities.

Way Forward

Mureke Dusome will work closely with FBO representatives and local leaders to monitor the implementation of literacy promotion activities by FBO Volunteers.

V. ESTABLISHMENT OF COMMUNITY LIBRARIES

In Q1 FY2021, Mureke Dusome and Kigali Public Library (KPL) provided materials to equip the identified facilities to serve as community libraries in Ngororero, Kirehe, Burera and Ruhango. Each of the community libraries was provided with storybooks from Mureke Dusome and KPL provided bookshelves, computers, printers, mats and benches.

The establishment of community libraries came as a result of a joint stakeholder effort whereby districts provided facilities and contributed to the identification of youth volunteers who will manage the established community libraries, while Mureke Dusome and NIC coordinated these activities. Mureke Dusome provided Kinyarwanda books and engaged Kigali Public Library in the provision of additional storybooks in different languages for all categories.

Official opening of community libraries took place as follows:

On October 21, 2020, in Kirehe District the launch of the community library was linked with the closing of National Literacy Month. A delegation from Kirehe District participated, including the District Executive Secretary who was the guest of honor with the District Education Officers, Public Relations Officer and District IT Officer. Save the Children, Umuhuza, Kigali Public Library, NIC, 2 youth volunteers (IFI, IM), 8 Community Education Workers (4F, 4M), 4 parent representatives, children and members of Gatore community attended the event. The District Executive Secretary said, *“Children’s high-quality education is the key for the development of community, and every stakeholder should maintain, protect and sustain the operations of the community library established by Mureke Dusome.”*

On November 17, 2020, in Ngororero District, the official launch was held in Gaseke Village, Kabaya Cell of Kabaya Sector. The Vice Mayor in Charge of Economic Development said, *“This is a wonderful idea of establishing the current community library. Note that development cannot be achieved if citizens are not skilled enough and all knowledge is in writing. A reader is a critical thinker, therefore even though the activity directly falls under social development, still the overall goal is development. Therefore, this is a strong support for the district development, our promise is that our community will undoubtedly benefit from the present library.”*

On November 24, 2020, in Ruhango District, the Ruhango Community Library was officially launched and district officials including the Mayor, JADF Officer, Public Relations Officer, and Ruhango Sector officials such as the Executive Secretary and SEO along with parent representatives, children, CEWs and youth volunteers attended the event. In his remarks, the Mayor of Ruhango District thanked Mureke Dusome for the support in establishing the community library. He said, *“Now you awake us. This is just the beginning.”* On December 3, 2020 in Burera District, a community library was officially launched in Bungwe Sector. This event was also linked with National Volunteer’s Week to recognize the efforts of community volunteers who are actively supporting the promotion of literacy. In his remarks a Commissioner at National Itorero Commission, said, *“Volunteerism should be inculcated among all categories of people. These volunteers have joined the battle against illiteracy and more should join to ensure that every Rwandan can attain his/her development level.”* The Executive Director of Umuhuza, highlighted and appreciated the contributions of the National Itorero Commission, Burera District, the Community Education Workers and youth volunteers in the promotion of the culture of reading, *“These new community libraries established will serve to accelerate development towards the national goals including strengthening the culture of reading and building a knowledge-based economy nation.”*

VI. IMPLEMENTATION OF THE CEW MODEL

In Q1 FY2021, the next phase of the Community Education Worker model began with the roll-out of performance-based financial incentives. The first instalment of incentives was delivered to CEWs. Financial incentives were provided based on deliverables that CEWs reported to Head Teachers and Village Leaders.

The first round of marking CEWs was completed in the 5 districts and the next marking will take place in Q2 FY2021.

Key Outcomes

Kick-off of the performance-based financial incentives increased CEW's motivation, which considerably reduced dropout rates of CEWs across the five districts. The dropout rate in 2019 was of 20.6% while it was of 9% in 2020.

CEWs' IGA groups increased their available funds and improved group accountability through their performance. Some CEWs started to monitor their colleagues to meet defined indicators in the performance-based funding approach. For example, in Gatumba and Sovu sectors of Ngororero District, IGA groups have been able to identify some inactive CEWs who were then replaced. In the case of reasonable drop out, CEWs are collaborating with school and community members to replace them in a time efficient manner.

Challenges

- Some Head Teachers have limited knowledge of CEW activities and as a result were not feeling comfortable marking them.
- There are some Village Leaders who suspect that CEWs are going to gain from the report and thus refuse to sign it for them.

Lessons Learned

Utilizing Head Teachers and Village Leaders to mark CEWs is a strategic approach, as Head Teachers are responsible for monitoring the CEWs as an accountability check. However, all CEWs should be encouraged to report and, where possible, engage in joint planning with them so that Head Teachers have the full information of what happened while marking.

In future design, Head Teachers should be directly targeted with a specific session to explain the process and respond to questions on how to mark the shared tool.

The CEW model reduces the CEW dropout rate and sustains existing IGAs groups.

VII. IVD CELEBRATION

On December 5, 2020, countries around the world, including Rwanda, recognized International Volunteer Day. The celebration of International Volunteer Day was preceded by National Volunteer's Week marked by various volunteer activities. The official closing of National Volunteer's Week was held in Gasabo District.

As a stakeholder of National *Itorero* Commission, during this week, Mureke Dusome organized activities to commemorate the International Volunteer Day in the 5 model districts.

Some of the key activities carried out by Mureke Dusome include the Back-to-School Campaign, *Umuganda* community work and civil registration of children.

In Kirehe District, the event mobilized parents with a focus on home literacy and the Back-to-School Campaign, with local leaders across all 12 sectors.

In Ngororero District, the celebration included sensitization on COVID-19 prevention by assisting school leaders to monitor how children observe preventive protocols at school; also, joint sensitization with local leaders was organized in the Back-to-School Campaign that reached 929 (477F, 452M) children. The official celebration took place in Hindiro Sector at Gs Muramba A.

In Burera District, the main activity was the launch of the community library in Bungwe Sector on December 3, 2020. Other activities include the Back-to-School Campaign, where 243 children who had dropped out returned to school, and family sensitization on child registration.

In Ruhango District, the celebration was held in Byimana Sector, with the Director of Good Governance as the guest of honor. Participants were community members including CEWs. Key activities included sensitization on children's rights and the Back-to-School Campaign.

In Gasabo District, the celebration of the International Volunteer Day was a national level event. The guest of honor was the Hon. Minister of the Ministry of Youth and Culture. The week was characterized by the Back-to-School Campaign in which 150 children went back to school, 2 families were sensitized to legalize their marriage and 40 children were enrolled in school. Sensitization on child labor was concluded in Ndera Sector, while in Jali Sector, CEWs helped children at school to observe COVID-19 preventive measures; in Kimihurura Sector, CEWs played in role in *Ubudehe* community registration.

MUREKE DUSOME

Inclusion Monitoring Report

OCTOBER TO DECEMBER 2020

Cooperative agreement No. AID-696-A-16-00002

INTRODUCTION

Mureke Dusome conducted field visits in October – November 2020 to monitor the implementation of inclusion activities against established quality benchmarks and to ensure that quality data is collected, submitted and reported. Throughout November 2020, the main activities were focused on monitoring the fifth workshops and participating in the closing ceremonies of awareness workshops which brought together parents, children with disabilities, Youth Volunteers with Disabilities (YVDs) and local government leaders.

Methodology

The monitoring activity was guided by assessments done by Youth Volunteers with Disabilities assessments of families with challenging cases, Mureke Dusome quality benchmarks for parents' workshops, and the YVD workshop delivery plan. Literacy materials such as school kits and Kinyarwanda storybooks were also distributed to encourage parents to read and learn with their children at home. Parents of children with disabilities who participated in at least one workshop were awarded a certificate for their time and effort.

Method of Data Collection & Families and Workshop Sites Visited

- Mureke Dusome visited YVDs in their respective sectors in Burera, Gasabo, Kirehe, Ngororero and Ruhango districts:
 - Families were selected based on greatest challenges and/or outstanding achievements as identified previously by YVDs;
 - Conversations were held with YVDs, NCPD representatives, parents and children to learn more about the situation of children with disabilities in their community. These discussions were guided by the Mureke Dusome inclusion home visiting tool and Mureke Dusome quality benchmarks;
 - Monitoring visits were conducted in October (workshop 4 in 5 sectors in Gasabo District) and November (workshop 5) across 5 districts in 55 out of 66 sectors.
- In November, Mureke Dusome staff observed YVDs as they conducted workshop 5 in 65 workshop sites and 55 sectors. This exercise was guided by the Mureke Dusome quality benchmarks for parents' awareness workshops. Mureke Dusome staff also visited 14 families to hear their testimonies and offer further practical support to YVDs and to parents on how to best support children with disabilities to read and learn at home.

Table 1. Monitoring Activity in November

Date	District visited	Number of workshops monitored	Number of sectors visited
November 3-6, 2020	Ngororero	7	4
	Kirehe	8	6
	Ruhango	4	4
	Burera	7	4
November 9-13, 2020	Kirehe	8	6
	Ngororero	3	3
	Gasabo	14	14
November 24-26, 2020	Ruhango (6 sectors)	5	5
	Burera	9	9

Total number of workshops monitored: 65
Total number of sectors reached: 55 (out of 66 sectors in the 5 model districts)

Table 2. Total Reach through YVDs' Field Activities in October – December

District	Number of workshops conducted	# of parents who attended workshop 4 (October) and 5 (November)		Families who borrowed books (<i>Note: In December, children were awarded books to keep.</i>)	Families who were visited
		Female	Male		
Burera	Oct: 86	558	194	477	215
	Nov: 77	592	228	860	513
	Dec				539
Gasabo	Oct: 90	453	87	454	200
	Nov: 81	510	110	570	392
	Dec				410
Kirehe	Oct: 72	457	118	420	210
	Nov: 68	508	178	600	328
	Dec				380
Ngororero	Oct: 78	519	106	475	225
	Nov: 70	589	171	720	422
	Dec				402
Ruhango	Oct: 58	428	98	410	197
	Nov: 55	488	122	540	333
	Dec				377

Findings

Home visits and visits with YVDs



Youth Volunteer with Disability (on the right) teaching parents how to use pictures to better engage their child during reading time.

YVDs continued identifying children with disabilities as they engaged with various community members. A lot of the children who were identified in October and November were identified through word of mouth—as more and more parents experienced positive changes as a direct result of applying what they learnt during their time with YVDs during home visits and monthly workshops, they shared with others in the community. Gradually, parents who had been unreceptive during the early identification in June, reached out to YVDs out of their own volition as they heard about the benefits of participating in Mureke Dusome awareness workshops. During home visits, a majority, approximately 80% of parents, reported feeling hopeful about the future of their children because of their newly acquired knowledge and practical tips and from hearing testimonies from YVDs. One YVD contextualized this finding:

“A lot of these parents know us (YVDs) ever since we were little children. They used to feel sorry for us because the common assumption is that people with disabilities cannot make it in society. They would look at us like objects of pity who were cursed. So when they see me—the way I have transformed over the years because my parents did not give up on me, they feel really encouraged and hopeful that their children can make something out of their lives. That’s why I can call parents for a workshop and they all show up even if it is raining. They value what I have to say. We have this trust because they know me ever since I was a child struggling to walk and now, I can walk - no problem. I also get where they are coming from.”

Another YVD put it this way:

“To make our message clear, when we go to visit families of children with disabilities, we ourselves become testimonies. If I have a disability and I still say let me go help families which are very far, when they see my commitment, they also say that whatever happens, let us support our children because we are the ones stunting their growth.”

As of December 2020, 3,698 (1,548F, 2,150M) children with disabilities have been identified in the 5 districts. Both parents and YVDs recognize that mindset and attitudes towards children with disabilities are some of the most challenging barriers to navigate. As Mureke Dusome previously documented, more boys with disabilities have been identified than girls with disabilities, signaling that people with multiple marginalized and intersectional identities are subject to stigmatization including underreporting. The stigma surrounding disability is culturally entrenched with a widely held belief that it is caused by parents' sin or witchcraft. Having a child with a disability is thus a source of shame, and it is possible that many families of girls with disabilities hide them from public view. For female children with disabilities, gender and age are additional sources of disadvantage due to the subordinate location of girls in social relations. They often have fewer opportunities and are more dependent on their families and caregivers.

However, there is cause for hope. Parents and YVDs believe that change has started to happen as more and more parents of children with disabilities and youth with disabilities share their stories and understand the rights of people with disabilities to meaningfully participate in their communities. As many parents learn the rights of children with disabilities and get practical knowledge on how to support their children to read and learn, more advocacy is being done with the local government to improve living conditions for children with disabilities. SBCC messages should continue to explicitly address the widespread misconception that disability, age and gender equates to deficiency and should challenge disabling social norms and negative stereotypes about persons with disabilities through inclusion of girls and women with disabilities as leading voices in program activities. Furthermore, in-depth studies and analysis are required to explain gender disparity of reported number of children with disabilities and to propose recommendations for policy and interventions targeting children with disabilities.

Of the families visited in Ngororero in November, a parent reported that her daughter received a new pair of crutches after only one week with the support of the YVD and NCPD coordinator at the sector level. The parent said her daughter had been using old crutches that she had outgrown simply because they had failed to navigate the referral system. During a Q&A in workshop 5, the YVD district coordinator shared valuable information about the pathway for parents to get assistive devices and medical care. Following this session, several parents, empowered and informed, managed the process and now their children have received assistive devices such as wheelchairs and crutches in a short period of time. This goes to show that the Government of Rwanda has structures in place to support people with disabilities, but many parents may not benefit from them because they lack information to access support services. Another lesson is that YVDs do not work in a vacuum but are consistently having to advocate with local government and more specifically NCPD so that more and more children with disabilities are getting their needs met.



Parents and a child with multiple disabilities read a storybook together.

During home visits and with YVDs, Mureke Dusome also wanted to find out why the number of male parents who participate in awareness workshops is significantly lower than that of female parents. On most visits, only mothers are found at home. Most often the response was that the father (if present in the family) had gone to work. However, women also go to work so that is not a complete justification for this observation. Most child rearing and learning at home falls on women due to the cultural norm that women are naturally better caregivers while men provide for the family's financial security. As one father described it:

"My wife looks after the children. I support too but she is the one who knows how to care for them. I have to work every day and that is why I did not attend the workshops. But my wife was there and she shares what they learn with me."

With that said, YVDs are slowly changing this by sensitizing parents, both male and female, to understand that care, learning and education of children with disabilities is the responsibility of both parents (not just mothers) and the entire community at large.



Parents gave their child who has epilepsy a selection of storybooks to choose what to read together.

A male parent in Ngororero said:

“Before, I thought I didn’t have time for my child with a disability. After receiving home visits from the Youth Volunteer with Disability, I now always encourage my child to read and follow the radio lessons.”

The following table includes 2 examples of families who were visited and how they have benefited from Mureke Dusome intervention.

Location	Parents’ feedback on Mureke Dusome Intervention
Musaza Sector, Kirehe District	<p>Uwase, 11 years old, has a physical disability. Unfortunately, she was not enrolled in school because her parents held negative attitudes about her impairment and her capabilities. They reasoned that Uwase could not go to school because she cannot walk. Uwase was identified by YVDs who made regular visits to her home. YVDs did their best to educate Uwase’s parents as to her rights—especially the right to education. They explained that they can request a wheelchair from NCPD so she can go to school. YVDs also reported Uwase’s case to local leaders to advocate for her to get support to go to school. As a result of these visits and advocacy, Uwase received a wheelchair and she is excited to go to school when it resumes. With both the support of YVDs and local government including NCPD, Uwase’s parents have been converted into believers of Uwase’s rights to fully participate in familial and community life. They have started to help her to do simple exercises and activities at home to strengthen her muscles. Her parents say that they now take time as a family to read together storybooks and magazines at home. Reading books with parents has improved Uwase’s vocabulary and reading storybooks with pictures makes her happy.</p> <p>Her father says, <i>“I have taken time to read for her the storybooks because she cannot read but I am surprised by how my child has memorized the stories she has read. I hope that she will perform well when she goes to school.”</i></p> <p>Uwase’s parents, with the support of YVDs, have made huge progress, despite the COVID-19 pandemic and school closures, to improve the learning outcomes and future of their child.</p>

	Before the Mureke Dusome inclusion activity, Uwase was very unhappy and felt extremely isolated but now she is looking forward to going to school like other children her age.
Kigarama Sector, Kirehe District	<p>Munezero, 9 years old, in Kigarama Sector in Kirehe District also has a physical disability. Her parents believed she could not do anything and so they neglected giving her basic training such as toilette training. They did everything for her but after her mother participated in the workshop, she started to think of ways to empower Munezero to become independent. She decided to build for her an accessible toilet and trained her on how she can use it. Now, Munezero can go to the toilet without assistance. Her mother is so encouraged by the results and continues to discover more abilities in her child that she never thought she had. She now fully understands that disability is not inability and has hope for her child.</p> <p>Munezero's mother says, <i>"My child likes to study like other children. Before the COVID-19 pandemic, she was in PI and she has her sister who helps her to go to school. But the issue has been toilet accessibility at school. Her sister tries to help her whenever she wants to use the toilet. I hope that like we have done at home - to build an accessible toilet for my daughter -the school can do the same too."</i></p> <p>She hopes to make more progress with the help of YVDs and NCPD. She has started to help her to do simple activities, read and learn at home. Before Munezero was very unhappy and lacked confidence, but her confidence has improved with every new activity and skill developed over the past four month. Munezero is looking forward to attending class everyday like other children when school begins.</p>

Visit to Parent Workshops in October and November



A Local Leader addressed parents and children with disabilities.

During workshops, most parents said they are pleased to have conversations with YVDs and appreciate the knowledge and practical skills they have gained over the course of 5 months. Most shared testimonies of how beneficial the workshops and home visits have been in terms of supporting their children to learn at home and to develop a culture of reading. Many parents said that the workshops have helped them to know the strengths and weaknesses of their children, how to support them by encouraging them to read books at home and by training them to perform daily activities on their own. Most parents also said that their children have potential that they

did not recognize before attending the workshop. They have decided to start giving time to their children to read books at home and to send them to school when school resumes. Parents were happy to receive school kits which will aid their children to do crafts, practice writing and learn at home. Below are a few examples of parents' views and testimonies, which were echoed by the majority of parents.

During workshop 4 (in October), parents shared what lessons they had learned from the past 3 workshops and how they have applied them at home with their children. Kanobana from Gasabo District, Ndera sector has an 8-year-old child with a mental disability and said:

"The book played a big role to improve the way I interact with the child and helped me know that he can memorize and recall things seen in the pictures. When I show him a picture today and ask him what it is tomorrow the child recalls correctly. This has inspired me to send him to school when they reopen."

Another parent who has a child with multiple disabilities shared that the workshops played a big role in changing her attitude and behavior toward her child. Before, she did not consider her child with disability like others. The parent thought that the child with disability could accomplish nothing but stressing and depleting family resources:

"After attending 2 workshops, and reading the book, I became aware that my child has rights and is able to do many things."

Additionally, like other parents, she emphasized the sense of community, camaraderie and peer support she feels as a result of regular meetings with other parents and people who understand what it is like to have a disability in Rwanda and the barriers faced.

In Ndera Sector, Gasabo District, a woman with 2 grandsons, a 13-year-old and 7-year-old, and her daughter (the mother of the boys)—all of whom have a mental disability said that the oldest son was sent to school but after one week, he was kicked out because he was not able to use the toilet properly. After attending workshop 3, she trained the child to use the toilet properly and now the child is ready to go

back to school because the problem was solved. This is the same case with another parent with an 8-year-old child who has a mental disability. She also does not go to school because she could not use the toilet before the workshops started. Through awareness workshops, she too has been trained and learned to use the toilette on her own.

Moreover, workshop 5 was attended by different local leaders including NCPD coordinators (at cell, sector and, on a few occasions, district level), Executive Secretaries of cells, Social and Economic Development Officers (SEDOs), Village Leaders, 6 NCPD coordinators at sector level and representatives of youth. Parents and children performed skits incorporating and summarizing key messages from workshop 1-5. These skits included positive change/outcome of applying lessons learned in everyday life at home and in the community. Parents and children also shared testimonies and asked pressing questions such as: how to support and accommodate the needs of children with disabilities when the family is too poor to cover the expenses? Many parents said they were in the wrong *Ubudehe* category. Local leaders and YVDs responded that there were ways around this as long as parents followed protocol—report their cases to the appropriate people in charge. These protocols were shared in detail and parents were assured that the new *Ubudehe* system (social protection based on income) would include a level for people and families with dependents who have disabilities.

Some parents did not think the condition of their children would ever change before participating in the awareness workshops. A parent with a child with mental disability said that during the identification, they did not value nor care about what YVDs were doing. He said:

“My child was not able to do anything. I considered her a burden and useless. She was not even able to go to the toilet, wash her body or put on her clothes but now she is able to do all the mentioned activities and many more.”

Another parent with a child who has a psychosocial disability said,

“At the beginning, I thought that we are going to be given financial support and when the volunteer told me that it is to attend the workshops, I attended without motivation. After the first workshop I was motivated and the book I created with my child during workshop 2 helped me to consistently train my child to speak some words. Slowly, they are learning to speak and their speech has improved significantly.”

A few exemplary practices were also observed. For example, in Byimana Sector in Ruhango District, Community Education Workers attended workshop 5 with 22 children from their reading club in order to socialize them with children with disabilities. They also wanted to show parents how reading clubs work, where they are located and how their children can participate. Children got time to read together and to form connections while YVDs from Gatsata Sector, Gasabo District facilitated parents to save 500 RWF per week. They advocated at sector level so they are now expecting to receive 150.000 RWF for start-up capital. They advocated with Liliane Foundation and agreed to save up and pay school fees for one child who has a hearing disability.

Challenges and Solutions

- Many parents claim they are unable to support their children to return back to school due to poverty, lack of appropriate accommodations and medical care for children with disabilities to meaningfully participate in mainstream schools. YVDs explained GoR referral procedures and helped parents apply for social supports and assistive devices. A few children have received wheelchairs and crutches from NCPD as a result. Mureke Dusome also conducted a needs assessment to identify how/where additional support is needed for children with disabilities to start or go back to school.

- Some parents expected to be given financial support like money, medical support, assistive devices, or placing their children in special schools. YVDs had to explain to them the value of Mureke Dusome inclusion activities, and many parents now understand, but their participation has not been consistent.
- Some parents said that it is difficult for their children to access reading clubs because they are located very far from where they stay. YVDs and CEWs were given training on how to make reading and reading clubs accessible to all.
- Many children who have physical disabilities from Burera District do not attend school because of an inaccessible environment and lack of appropriate assistive devices. YVDs were encouraged to continue working hand in hand with local government officials especially NCPD to ensure that all parents of children with disabilities can navigate the referral system so that their children can get the assistance they need for all children to go to school.
- Parents told us the issue with *Ubudehe* classifications (income stratification categories). This has affected some parents who want support with medical care for their children with disabilities but do not qualify based off of their *Ubudehe* category. However, as of December 2020, these categorizations have been revamped and households will be divided into five categories, from A (wealthiest) to E (the most vulnerable). E covers the most vulnerable households including people with disabilities and is expected to ensure that necessary support reaches the right beneficiaries as opposed to the previous categorization that had no special category for the living conditions of households with people/children with disabilities.
- Many parents have reported that their children with disabilities do not have a disability card which limits the services and supports they get from the Government of Rwanda including medical care. With the support of YVDs and NCPD coordinators, parents have been advised to make their queries and requests known formally through their village and sector offices in order to receive further support.
- A majority of parents who attended the workshops were female, for example among 34 parents who participate in workshop 5 in Ruhango District, only 1 male parent attended. YVDs have been using home visits to encourage parents to share care-taking responsibilities and to share messages learned from workshops.
- During a monitoring visit in November, it was discovered that Gatsibo Cell, Gatumba Sector in Ngororero District had not been reached and therefore had not benefitted from awareness workshops. The YVD claimed that parents had not responded to invitations to participate and the parents said they were never informed but only heard from their peers in October. The YVD delivered all 5 workshops to parents on a weekly basis from November until December.

CONCLUSION AND RECOMMENDATIONS

- Early grade literacy interventions should ensure accommodations are in place so children with disabilities can participate in a meaningful way. Community Education Workers may need assistants or continue to employ trained volunteers with disabilities to make literacy activities accessible to all children. CEWs and youth volunteers with disabilities have been trained to assess the participation of CWDs and to accommodate them in literacy activities; however due to COVID-19 restricts which have limited community literacy activities, YVDs-CEWs have not had ample time to work alongside each other.

- Develop a functional reporting and replacement mechanism for volunteers with disabilities who drop out. This will work best if it is imbedded within local government structures and will ensure sustainability.
- Literacy workers should be familiar with local government referral mechanisms and offer guidance to parents/caregivers to ensure all parents of children with disabilities know how to get access to available government assistance, acquire assistive devices and medical care.
- YVDs and Mureke Dusome staff should keep district and local leaders informed of inclusion activities on a monthly basis and share knowledge and findings with them to ensure their continued support and engender sustainability.
- Consider parents' suggestions that workshops should continue for more than 5 months so they can acquire positive parenting practices and other strategies for male engagement in parenting. Parents wished that the workshop will continue as they became aware about the rights and value of their children so they want to learn more about them. Parents need another campaign to mobilize males to be aware on the rights of children with disabilities as most of them said that it is the responsibility of female to cater for those children.
- Develop strategies and mechanism to improve livelihood of families having children with disabilities.
- Increase the number of reading clubs so that they are closer to children with disabilities. YVD from Kabagali Sector, Ruhango District discussed with the Head Teacher from EP Kanyinya about the importance of Mureke Dusome and inclusion. The HT said that many children are not able to read Kinyarwanda fluently except children who participate in reading clubs regularly.
- Teachers should be trained to be more inclusive in the classroom and have practical knowledge on how to cater for children with disabilities so that they can participate in school in a meaningful way.
- Regular visits and calls should be conducted for triangulation and ensure accuracy of information and data reported by YVDs.

PARENTS AND CHILDREN REACHED BY CEWs IN Q1 FY2021

			OCTOBER-DECEMBER 2020		
DISTRICT	SECTOR	GENDE R	CHILDR N	PARENT S	BOOKS
BURERA	BUTARO	F	478	460	3211
		M	410	340	
	GATEBE	F	166	124	1543
		M	152	132	
	KIVUYE	F	168	147	789
		M	156	121	
	KINYABABA	F	122	101	550
		M	103	98	
	BUNGWE	F	171	156	1675
		M	163	148	
	RUHUNDE	F	202	179	1456
		M	189	154	
	NEMBA	F	214	180	578
		M	194	161	
	RUSARABUYE	F	128	101	606
		M	112	88	
	CYERU	F	132	97	508
		M	114	77	
	GITOVU	F	113	83	804
		M	105	79	
	KINONI	F	134	124	768
		M	123	98	
	RWERERE	F	131	110	754
		M	126	98	
	GAHUNGA	F	190	146	731

		M	210	189	
	CYANIKA	F	170	139	561
		M	146	124	
	RUGARAMA	F	214	176	1125
		M	188	130	
	KAGOGO	F	124	110	801
		M	134	119	
	RUGENGABARI	F	137	102	702
		M	133	100	
	TOTAL	F	2994	2535	17162
		M	2758	2256	
		T	5752	4791	
GASABO	KIMIRONKO	F	362	156	482
		M	228	81	
	REMERA	F	215	106	341
		M	142	80	
	KACYIRU	F	171	108	296
		M	118	122	
	KIMIHURURA	F	133	84	297
		M	161	59	
	NDERA	F	102	131	477
		M	263	95	
	RUSORORO	F	209	102	618
		M	289	90	
	GIKOMERO	F	285	116	452
		M	211	82	
	BUMBOGO	F	136	128	571
		M	298	64	
	RUTUNGA	F	210	100	622
		M	234	60	

	JALI	F	205	97	401
		M	188	63	
	JABANA	F	129	146	642
		M	341	85	
	GATSATA	F	103	124	493
		M	295	86	
	NDUBA	F	234	127	470
		M	167	73	
	GISOZI	F	287	110	470
		M	235	86	
	KINYINYA	F	255	87	513
		M	163	61	
	TOTAL GASABO	F	3036	1722	7145
		M	3333	1187	
		T	6369	2909	
KIREHE	Kirehe	F	231	198	617
		M	123	96	
	Gahara	F	572	218	993
		M	323	137	
	Kigarama	F	211	168	619
		M	128	79	
	Nyamugali	F	524	122	718
		M	395	89	
	Mushikiri	F	421	199	621
		M	319	110	
	Mpanga	F	387	198	598
		M	276	72	
	Nyarubuye	F	329	148	481
		M	263	85	
	Mahama	F	232	172	621
		M	432	92	

	Musaza	F	399	153	452
		M	278	88	
	Gatore	F	282	254	493
		M	108	162	
	Nasho	F	232	197	411
		M	199	99	
	Kigina	F	225	187	512
		M	161	99	
	TOTAL KIREHE	F	4045	2214	7136
		M	3005	1208	
		T	7050	3422	
NGORORERO	NYANGE	F	592	387	1384
		M	523	208	
	NDARO	F	216	171	550
		M	218	111	
	GATUMBA	F	481	220	972
		M	334	172	
	BWIRA	F	638	330	1686
		M	580	216	
	MUHORORO	F	356	190	769
		M	225	123	
	NGORORERO	F	462	258	1491
		M	431	196	
	KAGEYO	F	648	294	1322
		M	421	210	
	KAVUMU	F	371	203	973
		M	362	202	
	SOVU	F	574	441	1589
		M	499	173	
	MUHANDA	F	425	252	1093
		M	376	140	

	KABAYA	F	650	366	1464
		M	546	230	
	MATYAZO	F	412	221	1022
		M	359	177	
	HINDIRO	F	484	269	1217
		M	438	214	
	TOTAL NGORORERO	F	6,309	3,602	15,532
		M	5,312	2,372	
		T	11,621	5,974	
RUHANGO	MBUYE	F	301	406	579
		M	278	362	
	BWERAMANA	F	303	41	577
		M	276	32	
	KINIHIRA	F	199	203	346
		M	147	168	
	RUHANGO	F	930	168	1522
		M	592	103	
	NTONGWE	F	521	146	1500
		M	400	131	
	MWENDO	F	428	275	765
		M	337	216	
	BYIMANA	F	249	39	458
		M	209	30	
	KINAZI	F	614	305	1214
		M	508	218	
	KABAGALI	F	400	120	397
		M	338	111	
	TOTAL RUHANGO	F	3945	1703	7358
		M	3085	1371	

	<i>T</i>	<i>7030</i>	<i>3074</i>	
GENERAL TOTAL	F	20,329	11,776	54,333
	M	17,493	8,394	
	T	37,822	20,170	

ATTENDANCE OF CEWs IN IGAs MONITORED DURING Q1 FY2021

			CEWs' ATTENDANCE			LEADERS ATTENDANCE		
DATE	DISTRICT	SECTOR	F	M	TOTAL	F	M	TOTAL
14/10/2020	BURERA	GATEBE	1	0	1	0	1	1
10/11/2020			2	2	4	0	2	2
15/10/2020		KIVUYE	4	4	8	0	1	1
11/11/2020			1	1	2	0	1	1
17/11/2020			1	1	2	1	1	2
6/10/2020		RUHUNDE	2	3	5	0	2	2
19/11/2020			1	1	2	0	1	1
01/12/2020			1	0	1	0	2	2
6/10/2020		RWERERE	3	3	6	0	1	1
12/10/2020		NEMBA	3	7	10	0	1	1
9/11/2020			1	1	2	0	0	0
14/12/2020			1	1	2	0	1	1
20/10/2020		BUNGWE	4	3	7	0	2	2
16/10/2020		CYERU	1	1	2	1	2	3
20/11/2020			4	1	5	0	0	0

27/10/2020		RUGENGABARI	2	3	5	1	0	1	
28/10/2020		GITOVU	2	4	6	0	1	1	
07/10/2020			1	1	2	0	1	1	
25/11/2020			KAGOGO	4	4	8	1	1	2
21/10/2020		KINYABABA	2	3	5	0	1	1	
09/10/202			1	1	2	0	1	1	
23/11/2020			1	1	2	0	1	1	
14/12/2020			RUSARABUYE	3	3	6	0	1	1
13/10/2020		KINONI	5	5	10	0	3	3	
5/10/2020		CYANIKA	3	2	5	0	0	0	
3/11/2020		GAHUNGA	2	3	5	0	1	1	
23/11/2020		BUTARO	7	6	13	0	1	1	
15/12/2020		RUGARAMA	3	2	5	1	0	1	
TOTAL BURERA		17	66	67	133	5	30	35	
05/10/2020		GASABO	NDERA	3	3	6	1	0	1
07/10/2020	KINYINYA		1	2	3	1	0	1	
13/10/2020			1	2	3	0	1	1	
13/11/2020			RUSORORO	3	4	7	0	2	2
19/10/2020			0	1	1	1	1	2	
21/10/2020			2	3	5	2	1	3	
16/11/2020			JABANA	0	2	2	0	0	0

23/11/2020			1	1	2	0	2	2
26/10/2021			2	2	4	2	0	2
24/11/2021		REMERA&KIMIRONKO	2	1	3	1	1	2
27/10/2022			2	3	5	1	1	2
25/11/2022			3	2	5	1	1	2
13/11/2020		NDUBA	4	3	7	1	1	2
09/11/2020		RUTUNGA	3	3	6	1	1	2
14/12/2020		JALI	1	2	3	1	1	2
15/12/2020		GIKOMERO	3	1	4	0	0	0
16/12/2020		KACYIRU&KIMIRONKO	1	2	3	0	1	1
TOTAL GASABO		10	32	37	69	13	14	27
05/10/2020		MUSHIKIRI	2	4	6	0	3	3
18/11/2020			3	2	5	1	2	3
06/10/2020		MAHAMA	2	3	5	0	4	4
09/11/2020			4	6	10	0	4	4
12/10/2020		Nasho	2	2	4	0	2	2
11/11/2020			2	2	4	0	2	2
13/10/2020		Musaza	3	4	7	0	4	4
16/11/2020			3	4	7	1	2	3
14/10/2020		Gahara	2	5	7	0	2	2
12/11/2020			3	6	9	0	4	4

15/10/2020		Mpanga	2	3	5	0	4	4
10/11/1010			2	4	6	0	5	5
27/10/2020		Nyamugali	2	4	6	0	2	2
13/11/2020			2	3	5	0	4	4
07/12/2020			5	4	9	1	3	4
28/10/2020		Kirehe	2	1	3	0	1	1
20/11/2020		Kigarama	1	2	3	2	2	4
11/12/2020		Nyarubuye	3	3	6	0	4	4
TOTAL KIREHE		10	45	62	107	5	54	59
28/10/2020	NGORORERO	NYANGE	8	8	16	0	2	2
22/10/2020		NDARO	1	2	3	0	1	1
19/10/2020		GATUMBA	6	6	12	1	1	2
08/10/2020		MUHORORO	3	5	8	2	2	4
12/10/2020		NGORORERO	4	4	8	0	2	2
07/10/2020		KAGEYO	7	6	13	1	2	3
07/10/2020		KAVUMU	4	3	7	0	2	2
21/10/2020		SOVU	2	1	3	0	1	1
06/10/2020		MUHANDA	3	4	7	0	2	2
06/10/2020		KABAYA	4	3	7	1	0	1
20/10/2020		MATYAZO	1	2	3	1	1	2
27/10/2020		HINDIRO	7	7	14	0	2	2
		10	50	51	101	6	18	24

27/10/2020	RUHANGO	BYIMANA	10	4	14	2	1	3
28/10/2020		MBUYE	6	3	9	0	1	1
28/10/2020		KINAZI	8	8	16	1	2	3
28/10/2020		KINIHIRA	2	5	7	0	1	1
29/10/2020		KABAGALI	7	3	10	1	1	2
29/10/2020		BWERAMANA	2	4	6	0	2	2
24/11/2020		MWENDO	5	4	9	1	1	2
27/11/2020		RUHANGO	9	8	17	0	1	1
TOTAL		8	49	39	88	5	10	15
General Total		55	242	256	498	34	126	160

PEOPLE REACHED THROUGH RAW MONITORING IN Q1 FY2021 (OCTOBER TO DECEMBER 2020)

DISTRICT	SECTOR	SCHOOL CATCHMENT	SEX	PARENTS MET	FBO VOLUNTEERS	LOCAL/FBO LEADERS	DATE
RUHANGO	MWENDO	GS RWINYANA	F	9	0	0	12/10/2020
			M	1	1	0	
		GS MUTARA	F	11	1	0	21/10/2020
			M	7	0	0	
	BWERAMANA	GS GITISI ADVENTISTE	F	9	0	0	12/10/2020
			M	0	1	0	
	RUHANGO	EP NYUNDO	F	25	0	1	20/10/2020
			M	6	1	0	

		EP GIKOMA	F	23	0	0	09/11/2020
			M	7	1	1	
	MBUYE	EP KABUGA	F	16	0	0	10/11/2020
			M	2	1	0	
	NTONGWE	GS NYAGISOZI	F	21	1	1	11/11/2020
			M	8	0	0	
	KINIHIRA	GS NYARUTOVU (RAW BY ADVENTIST)	F	20	0	0	12/10/2020
			M	0	1	0	
		GS NYARUTOVU (RAW BY ADEPR)	F	18	1	0	13/11/2020
			M	2	0	1	
		EP KABUGA	F	25	0	0	17/11/2020
			M	2	1	1	
TOTAL RUHANGO	6	10	F	177	3	2	
			M	35	7	3	
			T	212	10	5	
KIREHE	Kigarama	GS Nyankurazo	F	23	1	0	09/11/2020
			M	9	0	0	
	Kigina	GS Rugarama	F	21	1	0	11/11/2020
			M	9	0	0	
	Kirehe	GS Kirehe	F	15	1	0	12/11/2020
			M	6	0	0	
	Gahara	GS Gahara	F	12	1	0	11/11/2020

			M	9	0	0	15/11/2020
			F	12	0	0	
			M	5	1	0	
			F	12	0	0	
			M	5	1	0	
KIREHE	Kirehe	GS Nyabigega	F	21	0	0	07/12/2020
			M	5	1	0	
	Gahara	GS Gahara	F	25	1	0	01/12/2020
			M	4	0	0	
			F	141	5	0	
			M	52	3	0	
			T	193	8	0	
BURERA	CYERU	BYUMBA PS	F	29	0	0	20/11/2020
			M	12	1	0	
		BYUMBA PS	F	30	0	0	04/12/2020
			M	14	1	0	
	RUSARABUYE	BISAYU PS	F	29	0	0	12/12/2020
			M	16	1	0	
		NYARUNGU PS	F	27	0	0	13/12/2020
			M	10	1	0	
	RWERERE	RWERERE PS	F	27	0	0	19/11/2020
			M	7	1	0	
			F	29	0	0	
			M	16	1	0	

			F	31	0	0	
		GACUNDURA PS	M	7	1	0	03/11/2020
TOTOL BURERA	3	6	F	173	0	0	
			M	66	6	0	
			T	239	6	0	
NGORORERO	MUHANDA	GS RWIRI	F	15	0	0	09/11/1010
			M	14	1	0	
	KABAYA	MBANDALI PS	F	17	0	0	10/11/2020
			M	10	1	0	
	HINDORO	MURAMBA A PS	F	26	0	0	15/12/2020
			M	14	1	0	
TOTAL NGORORERO	3	3	F	58	0	0	
			M	38	3	0	
			T	96	3	0	
GENERAL TOTAL	16	27	F	433	8	2	
			M	115	13	3	
			T	548	21	5	

MATERIALS DISTRIBUTED IN COMMUNITY LIBRARIES

DISTRICT	BOOKS / INITIAL PROVISION	BOOKSHELVES	MATS	COMPUTERS	OTHERS
BURERA	1285	3	2	1	1 PRINTES ,2 BENCHES
RUHANGO	1336	2	2	1	1 PRINTES ,2 BENCHES

KIREHE	1364	2	2	1	1 PRINTES ,2 BENCHES
NGORORERO	1285	2	2	1	1 PRINTES ,2 BENCHES
TOTAL	5,270	9	8	4	4 PRINTES , 8 BENCHES

PARENTS REACHED THROUGH RAWs

S N	NAMES OF THE FBO	VOLUNTEERS NAME	DISTRICT	SECTOR	CELL	SCHOOL CATCHMENT AREA	NUMBER OF PARENTS(F &M) ATTENDING THE RAW SESSION			SESSIO NS SO FAR COVER ED
							F	M	T	
1	ADEPR	BOTANYI EDOUARD	BURERA	BUNGWE	GABIRO	TUMBA PS	35	32	67	7
2	ADEPR	KOLEJE JEAN DE DIEU	BURERA	BUNGWE	BUSHENYA	BUSHENYA PS	36	32	68	7
3	ADEPR	NYIRAHABIMANA SOLANGE	BURERA	BUNGWE	BUNGWE	NYABYONDO PS &GS BUNGWE	42	28	70	7
4	ADEPR	NTEZIYRAYO THEONESTE	BURERA	GATEBE	RWASA	GS RWASA	29	24	53	7
5	ADEPR	UMUHOZA PORCHELIE	BURERA	GATEBE	GABIRO	EP GABIRO	33	20	53	7

6	ADEPR	MANISHIMWE CLAUDINE	BURERA	GATEBE	NYIRATABA	EP GATEBE	29	21	50	7
7	ADEPR	NSENGIYUMVA JEAN DE DIEU	BURERA	GATEBE	RWAMBOGO	GS RUYANGE II	28	23	51	7
8	ADEPR	IYAMUMPAYE EMMANUEL	BURERA	BUTARO	RUSUMO	BUYANGA PS &GS RUNABA&BUTARO PS	24	21	45	7
9	ADEPR	HABIMANA CLAUDE	BURERA	BUTARO	MUHOTORA	KABYAZA PS	25	17	42	7
10	ADEPR	NDAMWIZEYE ALINE	BURERA	BUTARO	GATSIBO	GS NYAMICUCU&KIRI NGA PS	29	18	47	7
11	ADEPR	BARENGAYABO CYPRIEN	BURERA	BUTARO	MUBUGA	NYAMIYAGA PS &GASEBEYA PS	22	16	38	7
12	ADEPR	HAGENAYEZU JEAN BOSCO	BURERA	BUTARO	nyamicucu	kiringa ps	24	17	41	7
13	ADEPR	NSENGIYUMVA FAUSTIN	BURERA	RUGENGAB ARI	KIRIBATA	KIRIBATA PS	27	29	56	7
14	ADEPR	MUTABABARA JULDAS	BURERA	RUGENGAB ARI	RUKUNDABYU MA	RUGENGABARI PS	33	26	59	7
15	ADEPR	BAZIGAGA VALENTINE	BURERA	RUGENGAB ARI	MUCACA	GS MUCACA	27	28	55	7
16	ADEPR	NDAHAYO JAMES	BURERA	KINONI	GAFUKA	GS ST JOSEPH KINONI	19	19	38	7
17	ADEPR	NDIGIZE CELESTIN	BURERA	KINONI	NTARUKA	KARUGANDA PS	20	16	36	7

18	ADEPR	GATARAYIHA NOEL	BURERA	KINONI	NKUMBA	NKUMBA PS	19	15	34	7
19	ADEPR	AKIMANIZANYE ESPERANCE	BURERA	KINONI	NKENKE	MWIKO PS	23	17	40	7
20	ADEPR	BITWAYIKI FELICIEN	BURERA	KINONI	GAFUKA	BIRWA PS	21	18	39	7
21	ADEPR	MUNYANGANIZI PHILIPPE	BURERA	GAHUNGA	BURAMBA	MUSANZU PS	24	18	42	7
22	ADEPR	MUSABYIMANA INNOCENT	BURERA	GAHUNGA	KIDAKAMA	GS N.D.du Carmel Gahunga	26	15	41	7
23	ADEPR	NYIRAGUKURA FRANCINE	BURERA	GAHUNGA	RWASA	KABAYA	22	18	40	7
24	ADEPR	BIGIRIMANA EZECHIEL	BURERA	GAHUNGA	NYANGWE	NYANGWE PS	28	16	44	7
25	ADEPR	MUKANDINDA JACQUELINE	BURERA	GAHUNGA	GISIZI	GATETE PS	20	17	37	7
26	ADEPR	BISETSA JEAN CLAUDE	BURERA	KAGOGO	KAYENZI	KAYENZI PS	24	18	42	7
27	ADEPR	MUNDERE BERNARD	BURERA	KAGOGO	KIRINGA I	SOZI PS	26	17	43	7
28	ADEPR	MUKAMANA BEATRICE	BURERA	KAGOGO	NYAMABUYE	GITARE I&NYAMABUYE PS	28	18	46	7
29	ADEPR	NTEZIYAREMYE JEAN PIERRE	BURERA	KAGOGO	KABAYA	GS KAGOGO	26	16	42	7

30	ADEPR	KARUHIJE FELICIEN	BURERA	RUGARAMA	RUREMBO	NYAMUGARI PS&RUGARAMA PS	34	31	65	7
31	ADEPR	NYIRAKABANZA Anne Marie	BURERA	RUGARAMA	karangara	BURERA PS &BIRWA II PS	32	30	62	7
32	ADEPR	NTAWIZERA PELAGIE	BURERA	RUGARAMA	GAFUMBA	GAKORE	36	34	70	7
33	ADEPR	GAFARANGA JEAN BOSCO	BURERA	RUHUNDE	GITOVU	GITOVU PS	24	18	42	7
34	ADEPR	TANGANYIKA Etienne	BURERA	RUHUNDE	GATARE	RUHUNDE PS	23	17	40	7
35	ADEPR	KANOBANA Celestin	BURERA	RUHUNDE	RUSEKERA	GS RUSEKERA	23	18	41	7
36	ADEPR	MUKARWEGO SOPHIE	BURERA	RUHUNDE	GASEKE	GS GASEKE	25	20	45	7
37	AEBR	IYAMUREMYE JEAN PAUL	BURERA	KIVUYE	NYIRATABA	GS KIVUYE	45	25	70	4
38	AEBR	MVUYEKURE PHILIPE	BURERA	KIVUYE	BUKWASHURI	BUHITA I PS	47	30	77	4
39	AEBR	GAHIMAKAZI DATIVE	BURERA	KIVUYE	MURWA	MURWA PS & BUHITA II PS	50	24	74	5
40	AEBR	NIYONSENGA EMMANUEL	BURERA	KIVUYE	GASHANGI	GS BUTANDI	38	30	68	5
41	AEBR	MANIRAFASHA ERIC	BURERA	KIVUYE	GASHANGI	RUGARAMBIRO PS	52	37	89	4

42	AEBR	NZABONIMPA ALPHONSE	BURERA	GITOVU	MUSASA	GS MUSASA&RUHOMB O PS	37	23	60	5
43	AEBR	AKIMPAYE CHANTAL	BURERA	GITOVU	MARIBA	KIBOGA PS	40	60	100	5
44	AEBR	NIYIZURUGERO FAUSTIN	BURERA	GITOVU	RUNOGA	GS GICURA&MUBUGA PS	65	70	135	5
45	AEBR	MUKASHEMA EUGENIE	BURERA	NEMBA	KIVUMU	GS MUGANO&GS KIGEYO	70	20	90	5
46	AEBR	HITAYEZU EMMANUEL	BURERA	NEMBA	NYAMUGARI	GS NEMBAII&NEMBA I PS	120	65	185	5
47	AEBR	MUGABUKOMEYE EMMANUEL	BURERA	NEMBA	RUBONA	RUBONA PS	81	57	138	5
48	AEBR	MUKASERAYI EPIPHANIE	BURERA	NEMBA	RUSHARA	CYAVE PS &Rushara	84	150	234	5
49	CATHOLIC	NTEZIYAREMYE JEAN D'AMOUR	BURERA	CYERU	NDONGOZI	BYUMBA PS	19	12	31	6
50	CATHOLIC	MANIRIHOSE JEAN DE DIEU	BURERA	CYERU	NDONGOZI	GS Jean de la Mennais&KIRAMBO PS	20	14	34	6
51	CATHOLIC	MUKARUSHEMA SOLANGE	BURERA	CYERU	RUYANGE	RUYANGE I	21	12	33	6

52	CATHOLIC	BAGARAGAZA ALFRED	BURERA	RUSARABUY E	NDAGO	GS RUHANGA	8	4	12	6
53	CATHOLIC	HAGUMIMANA ILDEPHONSE	BURERA	RUSARABUY E	KABONA	KABONA PS & BISAYU PS	9	4	13	6
54	CATHOLIC	TWAHIRWA JEAN PAUL	BURERA	RUSARABUY E	NDAGO	NYARUNGU PS	11	3	14	6
55	CATHOLIC	AHOBANGEZE SYLVESTRE	BURERA	RUSARABUY E	RUHANGA	GS RUHANGA	11	3	14	6
56	CATHOLIC	BIGIRIMANA ANASTASE	BURERA	RWERERE	RUCONSHO	RWERERE PS	15	7	22	6
57	CATHOLIC	MBONYIMANA EMMANUEL	BURERA	RWERERE	GASHORO	GS CYAPA&BISAGA PS	16	8	24	6
58	CATHOLIC	UWIDUTIJE JEAN BAPTISTE	BURERA	RWERERE	MURAMBO	RUGALI PS	15	7	22	6
59	CATHOLIC	TWAHIRWA JEAN PAUL	BURERA	RWERERE	GACUNDURA	GACUNDURA PS	15	7	22	6
60	EPR	NIWEKIRORI INNOCENT	BURERA	KINYABABA	BUGAMBA	GS KINYABABA	9	6	15	7
61	EPR	NYIRAMUHANDA ALPHONSINE	BURERA	KINYABABA	RUTOVU	EP NYABIZI	9	7	16	7
62	EPR	AYINKAMIYE SAVELINE	BURERA	KINYABABA	RUTOVU	GS Rutovu & KAVUMU	8	6	14	7
63	EPR	NZABONA JEAN NEPO	BURERA	KINYABABA	MUSASA	MURAMBO PS	7	7	14	7

64	EPR	UWITONZE DIEUDONNE	BURERA	KINYABABA	KAGANDA	GS GS KAGANDA	9	6	15	7
65	EPR	BIREGEYA LABANI	BURERA	CYANIKA	NYAGAHINGA	NYAGAHINGA PS	11	8	19	7
66	EPR	MUHIRE GATOTO	BURERA	CYANIKA	KAGITEGA	GS KAGITEGA	12	10	22	7
67	EPR	NIYONZIMA ALPHONCE	BURERA	CYANIKA	KABYINIRO	GS MUGARAMA&BUTE TE PS	10	6	16	7
TOTAL BURERA DISTRICT							193 0	148 6	341 6	
	ADVENTIST	NGIRUWONSANG A JEAN	RUHANGO	RUHANGO	BUNYOGOMBE	EP Nyundo	26	5	31	8
	ADVENTIST	NKURIMBA DIDAS	RUHANGO	RUHANGO	RWOGA	EP Ruhango Adventiste	13	2	15	7
	ADVENTIST	NDAHAYO Jerome	RUHANGO	NTONGWE	NYARURAMA	EP NYARURAMA ADVENTISTE	25	2	27	7
	ADVENTIST	MUHAYIMANA Assumuta	RUHANGO	NTONGWE	KAREBA	EP KAREBA	18	12	30	8
	ADVENTIST	NSHIMIYIMANA Eliakimu	RUHANGO	MWENDO	GAFUNZO	GS RWINGWE	11	8	19	8
	ADVENTIST	NYINAWUMUNTU Safi	RUHANGO	MWENDO	MUTARA	GS MUTARA 2	5	3	8	8
	ADVENTIST	NZEYIMANA Ghad	RUHANGO	KINIHIRA	NYAKOGO	EP KABUGA	25	3	28	8
	ADVENTIST	HABIMANA Yonadab	RUHANGO	KINIHIRA	GITINDA	EP NYAGATOVU	21	0	21	4

	ADVENTIST	NIYOBUHUNGIRO Adam	RUHANGO	KABAGALI	RWOGA	EP KANYINYA	15	2	17	8
	ADVENTIST	DUSHIMIMANA Jean de Dieu	RUHANGO	KABAGALI	REMERA	EP RUHARE	10	8	18	5
	ADVENTIST	DUSHIMIMANA Joyeuse	RUHANGO	KABAGALI	KARAMBI	GS KARAMBI	7	0	7	3
	ADVENTIST	NYIRAMANA Esperance	RUHANGO	BWERAMAN A	MURAMA	EP GITWE	12	2	14	8
	ADVENTIST	MUGISHA IRASUBIZA DANIEL	RUHANGO	BWERAMAN A	GITISI	GS GITISI ADVENTISTE	8	0	8	6
	ADVENTIST	NIRAGIRE Peresi	RUHANGO	BWERAMAN A	BUHANDA	EP JOMA	61	29	90	5
	ADEPR	RUKUNDWA JAMES	RUHANGO	RUHANGO	NYAMAGANA	RUHANGO ADEPR	9	13	22	5
	ADEPR	MUKESHARUGO ERNESTINE	RUHANGO	MWENDO	NYABIBUGU	GS MUTARA	17	20	37	6
	ADEPR	UWAYISENGA EMMANUEL	RUHANGO	MWENDO	GAFUNZO	GS MWENDO	13	4	17	8
	ADEPR	HARERIMANA ALPHONSE	RUHANGO	MWENDO	GISHWERO	EP GISHWERO	10	8	18	6
	ADEPR	MINANI WELLARS	RUHANGO	MBUYE	KABUGA	EP KABUGA M	15	2	17	9
	ADEPR	MUSANGANIRE APOLINARIE	RUHANGO	MBUYE	KABUGA	EP MUSENYI	18	0	18	5
	ADEPR	NAKAMONDO Agnes	RUHANGO	KINIHIRA	BWERAMVURA	GS BWERAMVURA	28	1	29	5

	ADEPR	NYIRANKURIKIYIM ANA Theresie	RUHANGO	KINIHIRA	MUYUNZWE	GS NYARUTOVU	23	2	25	5
	ADEPR	HATEGEKIMANA FIDELE	RUHANGO	KABAGALI	RWANKUBA	EP RUHARE	12	5	17	1
	ADEPR	MUKABATANGA FLORIDA	RUHANGO	KABAGALI	MUNANIRA	GS MUNANIRA	9	6	15	1
	ADEPR	NZABAHIMANA AMIDABU	RUHANGO	RUHANGO	MUSAMO	EP Musamo	20	6	26	9
	EMLR	MUKAKIGERI ANASTASIE	RUHANGO	NTONGWE	NYAGISOZI	GS NYAGISOZI	18	12	30	8
	EMLR	RUKAMIRWA MATHIAS	RUHANGO	RUHANGO	MUNINI	GS Muninni	21	15	36	7
	EPR	MUHAYANGABO PHILEMON	RUHANGO	RUHANGO	RWOGA	GS Muyange	15	12	27	9
	EAR	ITANGISHAKA JEAN	RUHANGO	RUHANGO	GIKOMA	EP Gikoma	27	20	47	ALL
	EAR	KANANI JEAN PIERRE	RUHANGO	RUHANGO	BUHORO	GS MUHORORO	12	8	20	4
	EAR	NTIHINYUZWA PROTAIS	RUHANGO	MBUYE	GISANGA	EP GISANGA	10	4	14	5
	EAR	AKIMANA THEOPISTE	RUHANGO	MBUYE	GISANGA	EP GISHARI	12	3	15	7
	EAR	IRENE MUKANSORO	RUHANGO	KINAZI	BURIMA	GS NYARUGENGE	22	10	32	7

	EAR	BAYAVUGE ILDEPHONE	RUHANGO	KINAZI	RUBONA	EP GASHIKE	17	4	21	6
	EAR	MWUBAHAMANA ESTHER	RUHANGO	BYIMANA	KAMUSENYI	GS BYIMANA	5	3	8	4
	EAR	UWIZEYIMANA SAMUEL	RUHANGO	BYIMANA	KIRENGERE	EP GAHENGARI	15	7	22	3
	EAR	NAYIGIZIKI GRATIEN	RUHANGO	BWERAMAN A	RWINYANA	GS RWINYANA	7	5	12	3
	EAR	MUKESHIMANA JULIENNE	RUHANGO	BWERAMAN A	RUBONA	GS RUBONA	35	7	42	5
	ASSEMBLEE DE DIEU	NIYITEGEKA DAMASCENE	RUHANGO	BYIMANA	NYAKABUYE	EP MUGOMBA	28	15	43	2
	TOTAL RUHANGO DISTRICT						675	268	943	
	ADEPR NYANGE	MUKESHIMANA Monique	NGORORERO	NYANGE	NSIBO	EP NYANGE B	9	5	14	4
	ADEPR GIKO	NZAYISENGA ONESPHORE	NGORORERO	NYANGE	GASEKE	EP GIKO	10	10	20	4
	ADEPR NKUNGU	MUKARUZIMA THERESE	NGORORERO	NYANGE	NSIBO	GS NKUNGU	11	10	21	4
	ADEPR KIBANDA	MBONYUMUGENZI Faustin	NGORORERO	NDARO	KIBANDA	GS KIBANDA	8	5	13	3
	ADEPR BIJOJOYO	NYIRANIZEYIMANA Marien Jeanne	NGORORERO	NDARO	BIJOJOYO	GS GASAVE	10	10	20	4

	ADEPR MASORO	INGABIRE Marien Bonne	NGORORERO	NDARO	KABAGESHI	EP NTOBWE	11	7	18	5
	NEARCHURCH	MUNYANKUMBURWA Laurent	NGORORERO	BWIRA	GASHUBI	EP RUKERI	13	10	23	4
	ADEPR MASHENYI	SERUKUNDO Adrien	NGORORERO	GATUMBA	RUSUMO	GS MUHORORO	10	9	19	4
	ADEPR MASHENYI	ABIZERIMANA Jeannete	NGORORERO	GATUMBA	RUSUMO	GS MUHORORO	11	7	18	4
	ADEPR MURAMBI	MUSABYIMANA Vestine	NGORORERO	GATUMBA	RUHANGA	EP KIRENGO	10	4	14	3
	Adventist	AHIMANA ANISETH	NGORORERO	NDARO	KABAGESHI	SC NTOMBWE	10	10	20	4
	Adventist	NYIRANDAGIJIMAN A Beatha	NGORORERO	MUHORORO	RUGOGWE	GS KANOGO	13	11	24	4
	Adventist	INGABIRE Angela	NGORORERO	GATUMBA	RUSUMO	GS MUHORORO	9	10	19	4
	ADEPR BUNGWE	UWAMUNGU Elie	NGORORERO	BWIRA	BUNGWE	EP GITARAMA	10	10	20	4
	ADEPR BUNGWE	MANIRAFASHA OLIVE	NGORORERO	BWIRA	BUNGWE	EP GITARAMA	10	6	16	4
	ADVENTIST	MANISHIMWE FILEMON	NGORORERO	BWIRA	BUNGWE	EP BUNGWE	10	9	19	4
	Adventist	NIYOMPUHWE FRANCOISE	NGORORERO	BWIRA	BUNGWE	EP GASURA	10	10	20	4
	ADEPR GATUMBA	NYIRINDEKWE Jean Bercmas	NGORORERO	GATUMBA	GATSIBO	EP DOME	13	8	21	6

	ADEPR GATUMBA	MUKANANGO Goretti	NGORORERO	GATUMBA	GATSIBO	EP DOME	13	10	23	6
	ADEPR	YEZAKUZWE Charlotte	NGORORERO	MUHOROR O	KAZABE	EP CYUMBA	10	10	20	4
	ADEPR KAZABE	AKIMANA Marie Ange	NGORORERO	NGORORER O	KAZABE	EP BUTEZI	11	9	20	4
	ADEPR MWENDO	MUKANDAYABYOS E OBADIA	NGORORERO	HINDIRO	KANKINGO	EP MWENDO	9	8	17	4
	ADEPR GATABA	MUKANDAYAMBAJ E Angelique	NGORORERO	HINDIRO	NARANKINA	EP GATABA	10	10	20	4
	ADEPR GITEGA	UWIDUHAYE VALANTINE	NGORORERO	HINDIRO	RUGENDEBARI	EP GITEGA	12	10	22	9
	ADEPR GITEGA	IZABAYO PATRICK	NGORORERO	HINDIRO	RUGENDEBARI	EP GITEGA	12	9	21	9
	ADVENTIST	AYIRWANDA HYVONE	NGORORERO	NGORORER O	RUSUSA	EP RUSUSA	10	8	18	2
	ADVENTIST	MVUYEKURE BOSCO	NGORORERO	NGORORER O	RUSUSA	EP RUSUSA	10	8	18	2
	ADPR RUTARE	KIBONDO CHRISTELLA	NGORORERO	NGORORER O	TORERO	EP RUHUNGA	15	12	27	5
	ADEPR	HAVUGIMANA Innocent	NGORORERO	NGORORER O	MUGANO	SC MPARA PROTESTANT	8	8	16	2
	Catholic	BUGENIMANA FLAVIENNE	NGORORERO	NGORORER O	Kiziguro	KIZIGURO CATHOLIQUE	15	10	25	4

	CATHOLIC	MUKAMUHIRE CLAUDETTE	NGORORERO	NGORORER O	MUGANO	SC MPARA PROTESTANT	10	10	20	4
	Catholique	NYIRANIZEYIMANA EDITH	NGORORERO	NGORORER O	TORERO	GS RUHUNGA Catholique	11	10	21	4
	CATHOLIC	HARERIMANA DOMINIQUE	NGORORERO	NGORORER O	RUSUSA	EP TURAMIGINA	12	10	22	4
	CATHOLIC	MUSANABERA GERTURDE	NGORORERO	NGORORER O	RUSUSA	GS RUSUSA	30	10	40	6
	ADEPR KABUGAND A	MAJYAMBERE AUGUSTIN	NGORORERO	KABAYA	BUSUNZU	EP KINANIRA	33	12	45	5
	ADVENTIST	UWITONZE MARC	NGORORERO	KABAYA	NYENYERI	BUKONDE	11	7	18	4
	EP RULIMBA	MUKABUTERA FLORENCE	NGORORERO	KAGEYO	NYAMATA	EP RULIMBA	12	10	22	4
	ADEPR MUBANO	IRADUKUNDA Josue	NGORORERO	SOVU	KANYANA	EP NYAMPINGIRA	10	10	20	4
	ADEPR MUBANO	TURIKUMANA J PIERRE	NGORORERO	SOVU	KANYANA	EP NYAMPINGIRA	15	15	30	7
	ADEPR NYABIPFURA	TWUBAHIMANA Jean Damascene	NGORORERO	SOVU	NYABIPFURA	EP NYABIPFURA	4	3	7	5
	AT CHURCH	MAJYAMBERE Gaspard	NGORORERO	SOVU	NYABIPFURA	EP NYABIPFURA	14	9	23	4
	ADEPR BIREMBO	KWIZERA Betrehem	NGORORERO	SOVU	BIREMBO	CS MAHEMBE	12	10	22	4

	ADEPR MUSENYI	MUTUYIMANA Jean Bosco	NGORORERO	SOVU	MUSENYI	EP GISAKAVU	13	9	22	4
	ADEPR RUGESHI	MUSHIMIYIMANA Jean Claude	NGORORERO	KAVUMU	RUGESHI	KARUNDA	12	10	22	4
	ADEPR RUGESHI	SINIBAGIWE DAMASCENE	NGORORERO	KAVUMU	RUGESHI	EP KARUNDA	11	8	19	3
	ADEPR MURINZI	NTAHOMPUNGIYE Frederic	NGORORERO	KAVUMU	MURINZI	NYAMBERAMO	10	10	20	4
	ADEPR MUTAKE	NSENGIYUMVU JOSEPH	NGORORERO	KAVUMU	RUGESHI	EP MUTAKE	12	8	20	3
	ADEPR GITWA	MBARUSHIMANA BONAVANTURE	NGORORERO	KAVUMU	GITWA	GS GITWA	13	6	19	5
	ADEPR NYAMUGEY O	MUSABYEMARIYA VESTINE	NGORORERO	KAVUMU	NYAMUGEYO	SC GATOVU	12	10	22	4
	ADEPR BIREMBO	BAGANIZI Isai	NGORORERO	KAVUMU	BIREMBO	GS KAVUMU A	15	6	21	4
	ADEPR GITWA	KAMARIZA VENELANDA	NGORORERO	KAVUMU	GITWA	GS GITWA	9	8	17	4
	CATHOLIC	NIYONIZEYE RUTH	NGORORERO	KAGEYO	MUKORE	GS MUKORE	9	9	18	3
	CATHOLIC	MUKASHYAKA RACHEL	NGORORERO	KAGEYO	MUKORE	GS MUKORE	12	10	22	3
	CATHOLIC	NDIZEYE FULGENCE	NGORORERO	KAGEYO	KABINGO	EP KIRWA	11	9	20	4

	CATHOLIC	MUTUYIMANA THEOPHILE	NGORORERO	KAGEYO	RWAMAMARA	MUSHYIGA	10	8	18	4
	ADEPR KARIHA	NKUMBUYE AMIEL	NGORORERO	KAGEYO	KARIHA	GS KAGESHI	10	10	20	3
	CATHOLIC	NYIRANZIROPERA FRANCINE	NGORORERO	KAGEYO	MURAMBA	EP GATOVU	12	9	21	4
	ADEPR KARAMBI	NTAKIRUTIMANA Pierre Celestin	NGORORERO	MUHANDA	BUGARURA	CS RUNAYU	10	9	19	4
	ADEPR GASIZA	DUSABIMANA Faustin	NGORORERO	MUHANDA	GASIZA	GS RWILI	24	11	35	6
	ADEPR GASIZA	NDAGIJIMANA INNOCENT	NGORORERO	MUHANDA	NTAGARA	BIHANDAGARA	24	14	38	6
	ADEPR KINANIRA	DUKUZUMUREMYI Samuel	NGORORERO	KABAYA	NYENYERI	GS KAGESHI	18	13	31	6
	ADEPR GISEBEYA	BAZIKI JEAN DE LA PAIX	NGORORERO	KABAYA	NGOMA	SC GISEBEYA	13	10	23	4
	ADEPR NYENYERI	NYIRANSABIMANA MADELENE	NGORORERO	KABAYA	NYENYERI	bUKONDE	11	10	21	4
	ADEPR NYENYERI	NTIBIHEZWA JEAN PAUL	NGORORERO	KABAYA	NYENYERI	EP BUKOMBE	10	6	16	6
	ADEPR NGOMA	IRANKUNDA JAMES	NGORORERO	KABAYA	NGOMA	GISEBEYA	10	8	18	5
	ADEPR GASEKE	IRADUKUNDA Samuel	NGORORERO	KABAYA	GASEKE	EP MBANDARI	13	12	25	4

	ADEPR GASEKE	RUNDANIBABI SARATHIEL	NGORORERO	KABAYA	BUKONDE	BUKONDE	4	2	6	6
	ADEPR GASEKE	NDAYIZEYE LEONARD	NGORORERO	KABAYA	GASEKE	GS MUBUGU	12	10	22	5
	ADVENTIST KABARENZI	BIZUWERA ETIENNE	NGORORERO	KABAYA	BUSUNZU	GS KINANIRA	13	11	24	5
	ADEPR NGOMA	NGIZWENIMANA SCHADRACK	NGORORERO	KABAYA	NGOMA	EP NYAMUGEYO	5	3	8	7
	ADVENTIST	UWERA PROVIDENCE	NGORORERO	KABAYA	KABAYA	GS KABAYA	6	9	15	5
	ADVENTIST KARUHUNDI RA	UWIMANA ANASTASE	NGORORERO	MUHANDA	MASHYA	EP KABAYENGO	11	8	19	5
	TOTAL NGORORERO DISTRICT						852	645	149 7	
	CECA	BIMENYIMANA Viateur	KIREHE	Kigina	Rugarama	GS Rugarama	14	7	21	7
	ASSEMBLEE DE DIEU	Emmanuel NTEZIRYAYO	KIREHE	Kigina	Rwanteru	GS Kigina	17	3	20	7
	ASSEMBLEE DE DIEU	NYIRAMUGISHA Dorothe	KIREHE	Kigina	Gatarama	GS Gatarama	11	9	20	7
	ASSEMBLEE DE DIEU	Emmanuel TUYISENGE	KIREHE	Gahara	Nyakagezi	EP Butanga	13	7	20	7
	INKURUNZI ZA	NYIRANDIKUBWIM ANA Agatha	KIREHE	Gahara	Murehe	GS Mugogo	12	3	15	7

	INKURUNZI ZA	MUKESHIMANA Jeannette	KIREHE	Gahara	Rubimba	GS Gahara	15	5	20	7
	INKURUNZI ZA	NDAYISABA Theophile	KIREHE	Gahara	Butezi	EP Irama	15	6	21	6
	INKURUNZI ZA	NSHAMIHIGO Emmanuel	KIREHE	Gahara	Muhamba	GS Muhero	14	5	19	7
	INKURUNZI ZA	MUKANDAYISENG A Catherine	KIREHE	Gahara	Nyagasenyi	EP Kabagera	13	9	22	7
	ASSEMBLEE DE DIEU	KANAMUGIRE Rinus	KIREHE	Gatore	Nyamiryango	GS Gatore	12	8	20	6
	ASSEMBLEE DE DIEU	NSHIMIYIMANA Eric	KIREHE	Gatore	Rwantonde	GS Rwantonde	14	7	21	7
	ASSEMBLEE DE DIEU	MUCYO Faustin	KIREHE	Gatore	Cyunuzi	EP Cyunuzi	13	6	19	7
	ASSEMBLEE DE DIEU	NYIRANDABARUTA MAHORORO	KIREHE	Gatore	Curazo	GS Curazo	16	5	21	7
	INKURUNZI ZA	RUKABURAMBUGA Leonidas	KIREHE	Gatore	Cyunuzi	EP Cyunuzi	11	9	20	6
	INKURUNZI ZA	BATARIMPAMVU Theoneste	KIREHE	Gatore	Curazo	GS Curazo	13	7	20	6
	CECA	MANIRAGABA Cyprien	KIREHE	Kigarama	Remera	EP Nyankurazo	15	6	21	7
	ASSEMBLEE DE DIEU	SIBORUREMA J.Claude	KIREHE	Kigarama	Kigarama	GS Kigarama	16	3	19	7

	ASSEMBLEE DE DIEU	Ernestine MBABAZI	KIREHE	Kigarama	Kigarama	GS Kigarama	13	8	21	6
	RBCR	MUKOMEZA JMV	KIREHE	Kirehe	Gahama	GS Kirehe	13	7	20	7
	RBCR	UWINGENEYE Angelique	KIREHE	Kirehe	Kaduha	GS Kaduha	13	8	21	7
	EPDR	NDUWAMUNGU Console	KIREHE	Kirehe	Nyabikokora	GS Nyakarambi	13	8	21	7
	ASSEMBLEE DE DIEU	UWITIJE Tharcisse	KIREHE	Kirehe	Gahama	GS Kirehe	12	8	20	7
	ASSEMBLEE DE DIEU	KANANURA Syliver	KIREHE	Kirehe	Nyabigega	GS Nyabigega	16	3	19	7
	INKURUNZI ZA	MAJYAMBERE Juvenale	KIREHE	Mpanga	Kankobwa	GS Kankobwa	15	6	21	7
	INKURUNZI ZA	HAKIZIMANA Innocent	KIREHE	Mahama	Kamombo	GS Paysannat D	17	3	20	7
	CECA	IRAGENA Veronique	KIREHE	Mahama	Munini	GS Paysannat L	17	5	22	7
	ASSEMBLEE DE DIEU	Straton NDABARUZI	KIREHE	Mahama	Kamombo	GS Paysannat D	14	7	21	7
	INKURUNZI ZA	MUKANDAYISENG A Angelique	KIREHE	Mahama	Kanombe	EP Saruhembe	19	4	23	7
	RBCR	AHISHAKIYE Mose	KIREHE	Musaza	Mubuga	GS Murambi II	17	5	22	6
	ASSEMBLEE DE DIEU	Jerome UWINKINDI	KIREHE	Musaza	Kabuga	GS Rugango	12	9	21	7

	CATHOLIC	HITIMANA Eugene	KIREHE	Musaza	Gasarabwayi	GS Nyakiliba	14	6	20	7
	CATHOLIC	MUCURUZA J.Bosco	KIREHE	Musaza	Musaza	GS Musaza	12	7	19	7
	INKURUNZI ZA	HAKIZIMANA Ciel	KIREHE	Musaza	Nganda	GS Gacuba	13	9	22	7
	RBCR	NZABONOMPA J.Baptist	KIREHE	Mushikiri	Rugarama	GS Karambi	13	9	22	7
	ASSEMBLEE DE DIEU	MUKARUTESI Devotha	KIREHE	Mushikiri	Rugarama	GS Rugarama II	15	5	20	7
	INKURUNZI ZA	NSABIYEBASE Jean D'Amour	KIREHE	Mushikiri	Bisagarama	GS BISAGARA	15	7	22	7
	INKURUNZI ZA	NSABIMANA Justin	KIREHE	Nasho	Rubirizi	EP Nyabubare	12	8	20	5
	INKURUNZI ZA	TUYAMBAZE Bertin	KIREHE	Nasho	Rubirizi	EP Nyabubare	11	9	20	4
	CECA	NSEKANABANGA Malakie	KIREHE	Nyamugali	Kagasa	GS Paysannat G	19	2	21	7
	ASSEMBLEE DE DIEU	MUHIMPUNDU Elizabeth	KIREHE	Nyamugali	Nyamugali	GS Rusumo	19	1	20	5
	ASSEMBLEE DE DIEU	MUTONI Jeannette	KIREHE	Nyamugali	Kiyanzi	GS Kiyanzi	17	3	20	6
	ASSEMBLEE DE DIEU	NYIRANSENGIMAN A Martha	KIREHE	Nyarubuye			17	4	21	7
	INKURUNZI ZA	NIYONEMERA Eric	KIREHE	Nyarubuye			18	2	20	5

	INKURUNZI ZA	AYINGENEYE Agnes	KIREHE	Nyarubuye			16	0	16	6
	TOTAL KIREHE DISTRICT						636	258	894	
	GRAND TOTAL / 5 DISTRICTS						409 3	265 7	675 0	
	<u>FULL NAMES OF ABBRIVIATED WORDS</u>									
	CECA: Communauté Des Eglises Chretienne en Afrique									
	RBCR: Reformed Baptist Convention in Rwanda									
	ADEPR: Association des Eglises de Pentecôte au Rwanda									
	AEBR:									
	EAR: Eglise Anglicane au Rwanda(Anglican Church of Rwanda)									
	EPR: Eglise									

ATTENDANCE DURING INCLUSION AWARENESS WORKSHOPS FOR PARENTS OF CHILDREN WITH DISABILITIES

District	Number of workshops conducted	# of parents who attended workshop 4 (October) and 5 (November)		
		Female	Male	Total
Burera	Workshop 4	558	194	752
	Workshop 5	592	228	820
Gasabo	Workshop 4	453	87	540
	Workshop 5	510	110	620
Kirehe	Workshop 4	457	118	575
	Workshop 5	508	178	686
Ngororero	Workshop 4	519	106	625
	Workshop 5	589	171	760
Ruhango	Workshop 4	428	98	526
	Workshop 5	488	122	610
		2415	603	3018

Total number of parents who attended workshop 4			
Total number of parents who attended workshop 5	2687	809	3496

FBO TRAINING IN GASABO DISTRICT

DISTRICT	GENDER	VOLUNTEER	FBO REPRESENTATIVES	DATE
GASABO	F	16	0	1-2/12/2020
	M	38	3	
	T	54	3	

CEWs COACHED ONLINE

District	F	M	T
BURERA	72	75	147
RUHANGO	6	3	9
KIREHE	61	53	114
NGORORERO	82	98	180
GASABO	37	52	89
TOTAL	258	281	539

**LOCAL LEADERS REACHED
ONLINE**

District	F	M	T
BURERA	12	41	53
RUHANGO	4	21	25
KIREHE	16	73	89
NGORORERO	72	91	163
GASABO	30	18	48
TOTAL	134	244	378

PEOPLE REACHED THROUGH HOME VISITS IN OCTOBER -DECEMBER 2020/CE TEAM AND LOCAL LEADERS

DISTRICT	SECTOR	SCHOOL CATCHMENT VISITED	SEX	CHILDREN							ADULTS					DATE (day/month/year)	NUMBER OF FAMILIES
				PRE-PRIMARY	P1	P2	P3	P4-6	OUT OF SCHOOL	TOTAL	LOCALS	PARENTS	YOUTH	LOCAL LEADERS	TOTAL		
	CYERU	GS Jean de la Mennais	F	0	1	1	2	1	0	5	0	4	0	0	4	08/12/2020	8
			M	0		1	1	1	0	3	1	2	0	2	5		
	BUNGWE	TUMBA PS	F	1	0	1	1	0	0	3	1	2	0	0	3	16/11/2020	4
			M	1	0	0	1	0	0	2	0	2	0	0	2		
	KINYABABA	GS RUTOVU	F	1	1	2	2	0	0	6	1	4	0	0	5	07/10/2020	6
			M	1	1	1	0	0	0	3	0	4	0	1	5		
	GITOVU			F	0	1	0	1	1	0	3	1	4	0	0	5	11/12/2020

		RUHOMB O PS	M	I	I	2	I	0	0	5	I	2	0	2	5		
		GS MUSASA	F	I	2	0	I	0	0	4	I	4	0	0	5		
			M	I	3	I	0	0	0	5	0	I	0	2	3	11/12/2020	9
	RWERER E	BISAGA	F	0	I	I	I	2	0	5	I	5	0	0	6		
			M	0	I	I	I	0	0	3	I	0	0	I	2	05/10/2020	5
	RUSARA BUYE	KABONA PS	F	I	0	I	I	0	0	3	I	4	0	0	5		
			M	I	I	I	0	0	0	3	I	0	0	3	4	09/10/2020	6
		GS NDAGO	F	0	I	0	I	0	0	2	I	2	0	0	3		
			M	0	0	2	0	0	0	2	0	2	0	2	4	02/11/2020	3
	KINONI	GS KINONI	F	2	I	I	I	0	0	5	I	4	0	0	5		
			M	2	0	I	0	0	0	3	I	3	0	3	7	13/10/2020	7
		MWIKO PS	F	I	I	0	I	0	0	3	I	4	0	0	5		
			M	I	I	0	I	I	0	4	0	I	0	2	3	22/10/2020	4
	GATEBE	GS RUYANG E II	F	2	3	I	I	0	I	8	I	5	0	0	6		
			M	I	I	0	0	I	0	3	I	3	0	2	6	14/10/2020	7
	BUTARO	BUYANG A PS	F	I	2	I	I	0	0	5	I	2	0	0	3		
			M	I	0	0	0	0	0	I	0	2	0	0	2	23/11/2020	5
	RUGARA MA	MAYA I	F	0	0	2	I	0	0	3	I	3	0	2	6		
			M	I	I	2	0	0	0	4	I	I	0	I	3	15/12/2020	6

TOTAL BURERA	10	13	F	10	1 4	1 1	1 5	4	1	55	12	47	0	2	61		78
			M	11	1 0	1 2	5	3	0	41	7	23	0	21	51		
			T	21	2 4	2 3	2 0	7	1	96	19	70	0	23	112		
GASAB O	KACYIRU	GS KACYIRU 1	F	0	2	2	3	0	0	7	1	3	0	0	4	06/10/2020	3
			M	0	1	1	1	1	0	4	0	0	0	0	0		
		KACYIRU 2	F	0	1	2	3	3	0	9	1	1	0	2	4	29/10/2021	3
			M	0	0	2	0	1	0	3	0	2	0	1	3		
	JALI	EP RUBING O	F	0	3	1	4	1	0	9	1	3	0	0	4	09/11/2020	3
			M	0	0	1	0	0	1	2	0	0	1	1	1		
	KACYIRU	EP KACYIRU 1	F	0	1	1	2	0	0	4	1	3	0	1	5	12/11/2020	4
			M	0	0	2	0	1	0	3	1	1	0	1	3		
	RUTUNG A	EP GASABO	F	1	3	2	3	0	0	9	1	1	0	1	2	23/11/2020	5
			M	0	0	1	1	1	0	3	1	2	0	0	3		
	KIMIRON KO	EP KIBAGAB AGA	F	0	2	2	2	0	0	6	0	1	0	0	1	24/11/2020	3
			M	1	1	1	0	3	0	3	0	5	0	1	5		
	JALI	EP JALI	F	0	1	0	0	1	0	2	1	2	0	0	3	08/12/2020	3

			M	0	0	0	1	0	0	1	0	1	0	2	3		
	GIKOME RO	GS GIKOMER O	F	0	1	2	0	0	0	3	1	2	0	0	3	10/12/2020	3
			M	0	0	0	0	0	0	0	0	1	0	0	1		
	KIMIRON KO	EP KIMIRON KO I	F	0	2	3	0	0	0	5	1	3	0	0	4	15/12/2020	3
			M	0	2	1	1	0	0	4	0	1	0	0	1		
	REMER A	GS REMER A	F	0	0	0	0	0	0	0	1	1	0	0	2	17/12/2020	2
			M	0	1	1	1	1	0	4	0	0	0	0	0		
TOTAL GASAB O	6	10	F	1	1 6	1 5	1 7	5	0	54	9	20	0	4	32		32
			M	1	5	1 0	5	8	1	27	2	13	1	6	20		
			T	2	2 1	2 5	2 2	1 3	1	81	11	33	1	10	52		
KIREHE	Mushikiri	GS Bisagara	F	1	1	3	2	1	0	8	2	8	0	2	12	05/10/2020	3
			M	0	2	1	1	0	0	4	3	2	0	6	11		
	Mahama	GS Paysannat L	F	0	1	1	2	0	0	4	3	7	0	2	12	06/10/2020	3
			M	2	2	1	1	0	0	6	2	3	0	5	10		
	Nasho	EP NTARUK A	F	1	1	0	1	2	0	5	4	10	0	0	14	12/10/2020	2
			M	0	0	1	2	1	0	4	3	5	0	3	11		
	Musaza		F	1	1	2	1	0	0	5	2	8	0	0	10	13/10/2020	4

		GS Gacuba	M	0	2	3	2	0	0	7	4	5	0	5	14		
	Gahara	GS Gahara	F	1	1	2	2	0	0	6	3	3	0	3	9	14/10/2020	2
			M	2	3	1	1	0	0	7	3	3	0	4	10		
	Mpanga	GS Mpanga	F	1	2	3	3	0	0	9	3	4	0	0	7	15/10/2020	3
			M	1	0	1	2	1	0	5	3	0	0	5	8		
		GS Murambi	F	0	2	1	0	0	0	3	2	6	0	1	9	15/10/2021	3
			M	2	2	1	4	1	0	10	2	2	0	4	8		
	Musaza	GS Nyakiliba	F	1	1	1	2	1	0	6	4	6	0	1	11	16/10/2020	3
			M	0	0	1	1	0	0	2	5	1	0	4	10		
	Gatore	GS Gatore	F	0	2	1	1	0	0	4	0	2	0	3	5	27/10/2020	3
			M	1	1	0	2	1	0	5	2	1	0	5	8		
	Kirehe	GS Nyakarambi	F	0	1	0	1	1	0	2	0	1	0	0	1	28/10/2020	5
			M	0	1	1	0	0	0	2	1	0	0	4	5		
	MAHAM A	EP Saruhembere	F	2	2	1	1	1	0	7	2	2	0	0	4	09/11/2020	2
			M	0	2	0	2	0	0	4	1	1	1	2	5		
	MPANGA	GS Nyakabungo	F	1	4	2	1	0	0	8	2	3	0	0	5	10/11/2020	1
			M	2	1	1	0	0	0	4	1	1	1	2	5		
	NASHO	EP Bibare	F	0	2	0	1	1	0	4	3	2	0	1	6	11/11/2020	0

			M	0	0	1	2	0	0	3	1	1	0	1	3		
GAHARA	GS Gahara	F	0	1	0	1	0	0	2	2	4	0	0	6	12/11/2020	2	
		M	1	2	2	3	0	0	8	1	0	1	1	3			
KIGARA MA	GS Kigarama	F	0	3	1	0	0	0	4	2	3	0	2	7	13/11/2020	1	
		M	0	1	0	0	1	0	2	3	2	1	0	6			
Musaza	GS Nyakiliba	F	0	0	1	0	1	0	2	2	2	0	1	5	16/11/2020	2	
		M	1	1	3	1	0	0	6	1	0	0	1	2			
	GS Nganda	F	1	2	0	0	0	0	0	1	9	0	0	10	17/11/2021	1	
		M	0	0	1	1	1	0	0	1	1	0	1	3			
Mushikiri	GS Bisagara	F	0	1	0	1	1	0	3	1	4	0	0	5	18/11/2020	2	
		M	1	0	2	0	0	0	3	2	1	0	3	6			
Gahara	GS Gashongo ra	F	0	2	1	0	0	0	3	1	3	1	2	7	19/11/2020	3	
		M	0	0	0	1	0	0	1	2	1	0	0	3			
Mahama	GS Kamombo	F	0	0	1	1	0	0	2	8	2	0	0	10	20/11/2020	2	
		M	2	1	3	0	0	0	6	1	1	0	3	5			
Nyamugali	GS Rusumo	F	1	0	0	1	0	0	2	0	2	1	0	3	13/11/2020	2	
		M	0	1	1	1	0	0	3	2	1	0	2	5			
	GS Bukora	F	1	0	0	1	1	0	3	3	0	0	0	3	16/11/2020	2	
		M	0	0	1	0	1	0	2	1	1	1	3	6			

		GS Kiyanzi	F	0	1	2	1	0	0	4	2	2	0	1	5	17/11/2020	2
			M	1	1	0	2	0	0	4	3	0	0	2	5		
	GATORE	GS Gatore	F	2	2	1	1	1	0	7	1	3	1	2	7	04/12/2020	4
			M	0	1	0	2	0	0	3	1	2	1	4	8		
	NYAMU GALI	GS Kiyanzi	F	1	1	2	1	0	0	5	1	4	0	1	6	07/12/2020	3
			M	2	1	1	0	0	0	4	1	2	0	3	6		
	NASHO	GS Rugoma	F	0	2	0	1	1	0	4	2	1	0	0	3	08/12/2020	4
			M	0	0	1	2	0	0	3	1	3	0	4	8		
	MUSAZA	GS Rugango	F	0	1	1	1	0	0	3	1	4	0	0	5	09/12/2020	3
			M	1	1	2	1	0	0	5	0	3	0	3	6		
	NYARUB UYE	GS Nyamateke	F	0	1	1	0	0	0	2	1	2	0	2	5	11/12/2020	2
			M	0	1	0	0	1	0	2	1	2	0	4	7		
TOTAL KIREHE	10	28	F	15	38	28	28	12	0	117	58	107	3	24	192		69
			M	19	27	30	34	8	0	115	52	45	6	84	187		
			T	34	65	58	62	20	0	232	110	152	9	108	379		
			F	0	2	0	2	0	0	4	2	3	2	1	6	05/10/2020	4

	MUHORORO	GS KANOGO	M	0	0	2	1	1	0	4	1	3	0	4	7		
	NGORORERO	EP Ruhunga C	F	1	2	1	0	2	1	7	4	2	0	0	2	09/10/2020	4
			M	0	2	0	0	1	0	3	6	2	1	3	6		
	GATUMBA	Ngurugunzu	F	2	2	0	1	0	0	5	2	5	1	1	7	12/10/2020 2	4
	A		M	0	0	1	1	1	0	3	2	3	0	2	5		
	BWIRA	GS Gitarama	F	1	1	2	0	0	0	4	1	3	0	0	3	13/10/2020	3
			M	0	1	0	1	0	0	2	2	2	4	4	10		
	MATYAZO	Gs Muramba B	F	2	0	1	0	1	0	4	1	5	0	1	6	14/10/2020	4
			M	1	0	0	1	1	0	3	2	3	3	2	8		
	NDARO	Ntobwe	F	0	2	1	0	1	0	4	2	3	1	2	6	15/10/2020	5
			M	0	3	0	2	0	0	5	1	2	0	1	3		
	NYANGE	Gs Kigali	F	1	0	3	0	0	1	5	3	5	6	0	11	16/10/2020	4
			M	1	0	1	1	0	0	3	2	2	1	2	5		
	KAGEYO	CS Kamashi	F	0	1	0	0	2	1	4	3	3	0	1	4	20/10/2020	4
			M	0	2	0	1	1	0	4	1	3	3	3	9		
	SOVU	Mwumba A	F	0	2	2	0	1	0	5	4	4	1	3	8	21/10/2020	3
			M	1	1	2	0	0	0	4	2	3	0	2	5		
	NDARO	Gasave	F	0	1	2	0	0	0	3	2	3	0	2	5	22/10/2020	3

			M	0	1	0	1	1	0	3	1	3	1	2	6		
	MUHOR ORO	KABYINI RO	F	2	1	0	2	0	0	5	7	3	1	1	5	26/10/2020	3
			M	0	2	0	0	0	1	3	4	2	0	2	4		
	NGORO RERO	RUHUNG A P	F	0	2	1	0	1	0	4	9	4	1	4	9	27/10/2020	4
			M	0	1	0	2	0	0	3	7	2	2	2	6		
	NGORO RERO	EP CYUMBA	F	1	0	1	0	1	1	4	1	2	0	1	3	28/10/2020	3
			M	0	2	0	1	0	0	3	2	3	0	2	5		
	GATUMB A	GS KIRENGO	F	0	1	0	2	0	0	3	1	3	0	0	3	02/11/2020	4
			M	0	0	1	0	0	0	1	0	1	0	3	4		
	MATYAZ O	MURAMB A B	F	0	1	0	2	0	0	3	1	2	0	1	3	03/11/2020	4
			M	0	0	2	0	0	0	2	1	0	0	4	4		
	MUHAN DA	GS BIHNAD AGARA	F	1	0	2	0	0	0	3	1	3	0	1	4	04/11/2020	4
			M	0	0	0	2	0	0	2	1	0	0	1	1		
	NGORO RERO	EP RUHUNG A C	F	0	1	0	1	0	0	2	1	4	0	1	5	05/11/2020	4
			M	0	0	1	2	0	0	3	0	2	0	2	4		
	NYANGE	EP NYANGE A	F	1	0	3	0	0	0	4	1	2	0	0	2	06/11/2020	5
			M	0	0	0	1	1	0	2	1	0	0	2	2		
	NGORO RERO	GS MPALA	F	1	1	0	1	0	0	3	1	4	0	0	4	09/11/2020	4
			M	0	1	1	0	0	0	2	0	2	0	3	5		

	HINDIRO	GS HINDIRO	F	1	3	0	0	0	0	4	1	2	0	1	3	10/11/2020	4
			M	0	0	0	1	0	0	1	1	0	0	3	3		
	KABAYA	GS MBANDA LI	F	0	1	0	1	0	0	2	1	2	0	1	3	11/11/2020	5
			M	0	0	2	2	0	0	4	1	2	0	2	4		
	MATYAZ O	GS KAVUMU B	F	0	1	0	0	0	0	1	0	3	0	1	4	12/11/2020	4
			M	0	0	2	1	0	0	3	1	0	0	1	1		
	GATUMB A	GS MUHOR ORO	F	0	1	2	0	0	0	3	1	2	0	3	5	13/11/2020	4
			M	0	0	1	0	0	0	1	0	1	0	2	3		
	MATYAZ O	KUNTUR O GS	F	0	1	2	0	1	0	4	1	3	0	1	4	16/11/2020	4
			M	0	0	0	2	0	0	2	1	0	0	3	3		
	NDARO	GS NTOBWE	F	0	0	1	2	0	0	3	0	2	0	0	2	18/11/2020	4
			M	0	2	0	0	0	0	2	1	0	0	1	1		
	NGORO RERO	GS KIZIGUR O C	F	0	0	1	2	0	0	3	1	2	0	4	6	19/11/2020	5
			M	1	0	0	2	0	0	3	1	3	0	3	6		
	NYANGE	EP NYANGE B	F	0	0	2	2	1	0	5	1	2	0	1	3	20/11/2020	4
			M	0	0	0	1	0	0	1	1	1	0	2	3		
	NGROR ORERO	GS NGANZ O	F	0	1	0	0	0	0	1	1	2	0	1	3	23/11/2020	4
			M	0	0	2	2	0	0	4	0	1	0	1	2		

	NYANGE	EP RUGAND A	F	1	2	0	2	1	0	6	1	4	0	1	5	24/11/2020	5
			M	0	0	1	0	0	0	1	0	1	0	3	4		
	NYANGE	EP GASEKE	F	0	1	1	0	0	0	2	1	4	0	2	6	07/12/2020	4
			M	1	0	0	1	0	0	2	1	0	0	1	1		
	MUHOR ORO	KABYINI RO	F	0	0	1	0	1	0	2	1	4	0	2	6	08/12/2020	4
			M	0	1	1	1	0	0	3	1	0	0	1	1		
	NGORO RERO	EP BUTEZI	F	1	0	1	0	0	0	2	1	3	0	1	4	11/12/2020	3
			M	0	1	0	0	0	0	1	1	1	0	1	2		
	NGORO RERO	CS TURAMIG INA	F	0	3	0	2	1	0	6	1	5	0	2	7	14/12/2020	7
			M	1	0	1	1	0	0	3	1	1	0	3	4		
	HINDIRO	CS NYABIH O	F	1	0	2	0	1	0	4	1	4	0	2	0	15/12/2020	5
			M	0	1	2	0	0	0	3	1	1	0	1	0		
TOTAL NGORO RERO	12	32	F	17	3 4	3 2	2 2	1 5	4	124	60	107	13	43	157		139
			M	6	2 1	2 3	3 1	7	1	89	48	50	15	74	137		
			T	23	5 5	5 5	5 3	2 2	5	213	10 8	157	28	117	294		
RUHAN GO	KABAGA LI	GS KARAMBI	F	2	1	2	1	2	0	8	1	4	1	2	8	10/05/2020	5
			M	2	0	1	0	1	0	4	1		1	0	2		

		EP KANYINYA	F	0	1	0	0	1	0	2	1	2	0	0	3	21/11/2020	1
			M	0	0	0	0	0	0	0	1	0	0	1	2		
		EP RUHARE	F	1	2	1	2	0	0	6	1	5	0	1	7	14/12/2020	5
			M	1	1	0	0	1	0	3	1	3	0	0	4		
	KINAZI	EP GAKO	F	2	2	1	1	1	0	7	1	4	1	0	6	10/06/2020	4
			M	0	0	0	2	0	0	2	1	3	0	1	5		
		EP KINAZI	F	2	0	1	1	1	0	5	1	4	0	1	6	11/05/2020	5
			M	1	0	1	1	0	0	3	1	3	0	2	6		
		EP GASHIKE	F	0	1	0	0	0	0	1	1	2	0	0	3	18/11/2020	2
			M	0	0	2	1	0	0	3	0	1	0	1	2		
	MBUYE	EP GISHARI	F	1	0	2	1	0	0	4	1	4	0	1	6	10/07/2020	4
			M	1	1	1	0	0	0	3	2	2	0	1	5		
		GS MBUYE	F	0	0	1	4	0	0	5	1	4	0	0	5	15/12/2020	4
			M	0	1	1	1	0	0	3	1	2	0	2	5		
	NTONGWE	EP NYARURAMA CATHOLIQUE	F	1	1	2	2	8	0	14	2	7	0		9	10/08/2020	6
			M	0	0	0	1	0	0	1	1	3	0	2	6		
	MWENDO	EP GISHWERU	F	0	2	1	2	2	0	7	1	4	1	1	7	10/09/2020	4
			M	0	0	0	1	0	0	1	1	1	0	0	2		

	BWERAM ANA	GS RWINYA NA	F	3	1	2	2	1	0	9	1	3	0	2	6	11/03/2020	4
			M	1	1	1	1	1	0	5	0	1	0	1	2		
	BYIMAN A	EP KAGEYO	F	0	1	1	1	5	0	8	1	5	0	1	7	11/04/2020	5
			M	2	1	0	1	4	0	8	1	3	1	1	6		
	RUHANG O	GS MUYANG E	F	3	2	0	1	4	0	10	1	6	2	2	11	20/11/2020	7
			M	2	0	0	0	1	0	3	0	0	0	0	0		
TOTAL RUHAN GO	8	13	F	15	1 4	1 4	1 8	2 5	0	86	14	54	5	11	84		56
			M	10	5	7	9	8	0	39	11	22	2	12	47		374
			T	25	1 9	2 1	2 7	3 3	0	125	25	76	7	23	131		
GENERA L TOTAL	56	96	F	58	1 1 6	1 0 0	1 0 0	6 1	5	436	15 3	335	21	84	526		
			M	47	6 8	8 2	8 4	3 4	2	311	12 0	153	24	197	442		
			T	105	1 8 4	1 8 2	1 8 4	9 5	7	747	27 3	488	45	281	968		

READING CLUBS MONITORED IN OCTOBER -DECEMBER 2020/CE TEAM AND LOCAL LEADERS

DISTRICT	SECTOR	SCHOOL CATCHMENT VISITED	SEX	CHILDREN							ADULTS					DATE
				PRE-PRIMARY	P1	P2	P3	P4-P6	OUT OF SCHOOL	TOTAL	LCs	PARENTS	YOUTH	LOCAL LEADERS	TOTAL	
BURERA	CYANIKA	RUKO PS	F	3	6	11	12	6	0	38	1	2	0	1	4	05/10/2020
			M	1	4	6	8	3	0	22	1	2	1	0	4	
		GS KAGITEGA	F	2	3	5	6	0	0	16	1	1	0	0	2	07/12/2020
			M	1	2	2	3	0	0	8	1	0	0	2	3	
	RUHUNDE	GS RUSEKERA	F	2	4	3	4	4	0	17	1	3	0	0	4	06/10/2020
			M	2	3	1	3	2	0	11	1	1	0	2	4	
		RUHUNDE PS	F	0	1	3	6	5	0	15	0	1	0	0	1	19/11/2020
			M	0	1	2	3	2	0	8	1	0	0	3	4	
	RUNGENG ABALI	KIRIBATA PS	F	3	4	3	3	1	0	14	1	2	0	1	4	08/10/2020
			M	1	3	2	4	1	0	11	1	3	0	1	5	
		RUSARABUGE PS	F	2	2	7	6	2	1	20	1	1	0	1	3	27/10/2020
			M	2	3	4	4	5	0	18	1	1	0	3	5	
	NEMBA	CYAVE PS	F	2	5	8	9	4	0	28	1	2	0	1	4	12/10/2020
			M	1	4	6	3	2	0	16	1	2	0	1	4	
		RUSHARA	F	5	4	8	10	0	0	27	0	4	0	0	4	

			M	3	2	4	6	0	0	15	2	2	0	0	4	9/11/2020
		NEMBA II PS	F	6	8	8	11	6	0	39	0	2	0	0	2	17/11/2020
			M	4	12	5	6	1	0	28	2	3	0	0	5	
		NEMBA I PS	F	3	5	3	1	0	0	12	1	1	0	0	2	08/12/2020
			M	1	2	1	1	0	0	5	1	1	0	2	4	
	KIVUYE	BUHITA II	F	1	2	5	3	3	0	14	1	2	0	1	4	15/10/2020
			M	2	3	4	1	2	0	12	1	1	0	1	3	
		GS BUTANDI	F	0	3	6	5	4	0	18	1	2	0	0	3	11/11/2020
			M	0	3	3	4	5	0	15	1	0	0	1	2	
	CYERU	BYUMBA PS	F	3	6	6	8	4	0	27	1	0	0	1	2	16/10/2020
			M	1	1	4	5	2	0	13	1	2	0	2	5	
		BYUMBA PS	F	1	3	6	7	4	0	21	1	2	0	0	3	20/11/2020
			M	2	3	3	1	5	0	14	0	0	0	1	1	
	BUNGWE	TUMBA PS	F	2	4	13	12	5	0	36	1	4	1	0	6	20/10/2020
			M	2	5	6	8	2	0	23	1	2	1	2	6	
		NYABYONDO PS	F	0	4	6	8	3	0	21	1	3	0	0	4	05/11/2020
			M	0	1	5	5	2	0	13	1	1	0	1	3	
	KINYABABA	KAVUMU PS	F	1	2	10	9	4	0	26	1	1	0	1	3	21/10/2020
			M	1	5	5	4	1	0	16	1	1	0	2	4	

		NYABIZI PS	F	5	4	6	4	4	0	23	1	2	0	0	3	04/11/2020
			M	2	3	3	5	2	0	15	0	0	0	0	0	
	GITOVU	GS GICURA	F	1	2	3	4	2	0	12	1	1	0	1	3	28/10/2020
			M	2	1	2	2	5	0	12	1	2	0	3	6	
	RWERERE	RWERERE PS	F	0	5	6	8	6	0	25	0	1	0	0	1	12/11/2020
			M	1	3	7	4	1	0	16	1	0	0	2	3	
		RUGALI PS	F	0	2	2	3	0	0	7	1	1	0	0	2	09/12/2020
			M	1	1	1	1	0	0	4	0	1	0	1	2	
	RUSARABU YE	BISAYU PS	F	0	3	4	5	0	0	12	1	0	0	0	1	14/12/2020
			M	0	1	1	2	0	0	4	0	0	0	2	2	
		GS RWASA	F	0	4	6	6	2	0	18	1	3	0	0	4	10/11/2020
			M	0	3	4	3	1	0	11	0	0	0	0	0	
	GAHUNGA	KABAYA PS	F	5	6	8	7	3	0	29	1	4	0	0	5	03/11/2020
			M	3	4	2	6	2	0	17	1	1	0	1	3	
	KAGOGO	NYAMABU YE	F	1	0	2	3	0	0	6	1	0	0	1	2	23/11/2020
			M	1	3	2	1	0	0	7	0	0	0	1	1	
		KAYENZI PS	F	2	9	10	11	0	0	32	0	0	0	1	1	10/12/2020
			M	2	3	4	3	0	0	12	1	0	0	2	3	
			F	2	0	6	6	1	0	15	1	3	0	0	4	

	RUGARAM A	GS RUGARAM A	M	I	3	2	5	0	0	11	I	I	0	0	2	24/11/2 020
GASAB O	KIMIRONK O	KIMIRONK OI	F	0	5	7	6	8	0	26	I	2	0	0	3	15/10/2 020
			M	0	4	3	4	I	0	12	0	I	0	0	I	
	BUMBOGO	EP KARAMA	F	3	3	5	4	3	0	18	2	3	0	I	6	22/10/2 020
			M	0	3	I	I	0	0	5	0	I	0	I	2	
	JABANA	GS NYACYON GA	F	5	5	6	7	3	0	26	I	2	0	0	3	10/11/2 020
			M	3	2	10	I	I	0	17	I	I	0	0	2	
	REMERA	REMERA CATHOLI QUE	F	2	I	2	2	2	0	9	I	3	0	2	6	26/10/2 020
			M	0	I	4	I	2	0	8	0	0	0	0	0	
	JALI	EP JALI	F	I	I	3	I	I	0	9	2	3	0	0	5	28/10/2 020
			M	I	0	2	3	I	0	7	0	2	0	0	2	
	RUSOROR O	APAER KABUGA	F	6	17	8	9	0	0	40	2	3	0	I	6	16/11/2 020
			M	8	12	10	3	0	0	33	I	0	0	0	I	
	GIKOMERO	EP KIBARA	F	0	I	4	2	6	0	13	I	I	I	0	3	29/10/2 020
			M	0	I	I	2	3	0	7	I	3	I	0	5	
GENER AL TOTAL	17	34	F	69	13 4	19 9	20 8	96	I	709	32	65	2	14	113	
			M	49	10 5	12 2	11 6	54	0	446	26	35	3	37	101	

			T	118	23 9	32 1	32 4	15 0	1	1155	58	100	5	51	214	
--	--	--	---	-----	---------	---------	---------	---------	---	------	----	-----	---	----	-----	--

ATTENDANCE DURING IVD CELEBRATION

DISTRICT	OFICIALS			OTHERS			TOTAL
	F	M	T	F	M	T	
BURERA	1	4	5	39	32	71	76
GASABO	6	9	15	27	17	44	59
NGORORERO	2	3	5	24	15	39	44
RUHANGO	2	4	6	27	11	38	44
KIREHE	5	7	12	21	20	41	53
G TOTAL	16	27	43	138	95	233	276

MUREKE DUSOME

Needs Assessment for Children with Disabilities to Return to
or Start School

INTRODUCTION

Through community literacy interventions, the USAID-funded Mureke Dusome activity has fostered a culture of reading among girls and boys, with and without disabilities. In collaboration with the Ministry of Education, Mureke Dusome increased access to high quality, age-appropriate, relevant reading materials in the community and engendered ownership at the national and local levels to sustain activity interventions.

Gender and inclusion are integrated throughout Mureke Dusome's activities. Mureke Dusome has established reading clubs per school catchment area across the country in an effort to increase community and parental involvement to improve literacy skills for children in Grade 1-3, including children with disabilities. In 2019/2020, Mureke Dusome initiated partnerships with the National Council of Persons with Disabilities (NCPD) and a local organization, Uwezo Youth Empowerment, which specializes in inclusion to work together in supporting literacy for children with disabilities. By the end of October 2020, Mureke Dusome, in collaboration with Uwezo, identified more than 3,274 children with disabilities from 0 to 13 years in the 5 model districts of Burera, Kirehe, Ruhango, Gasabo and Ngororero. The purpose of this activity was to help children with disabilities to increase their full participation in community literacy activities and to advocate for their rights in general. Of the 2,272 children with disabilities aged 7 years and over who were identified, only 61.2% of school age children with disabilities were in school before the onset of the pandemic; 38.8% had either dropped out or had never been enrolled in school before schools were closed due to the COVID-19 pandemic.

Starting in July 2020, Mureke Dusome trained parents of identified children with disabilities through a series of monthly workshops and home visits on how to support their children's reading and learning at home. At the end of every workshop, every parent borrowed a storybook with inclusion messages to read with or for their child at home before the following workshop. Parents were encouraged to use stories from these storybooks to teach their children and also to come up with stories of their own that can inspire their children to learn new words and skills and to help them know that they are capable and loved.

Mureke Dusome also trained 715 Community Education Workers (CEWs) and kick-started working relationships between CEWs with 137 Youth Volunteers with Disabilities (YVDs) in September and October 2020. These trainings were designed to equip both CEWs and YVDs with the knowledge and skills needed to accommodate children with disabilities in community reading activities. In addition, this training was intended to enable them to build the capacity of others in the community, including caregivers of children with disabilities, with the knowledge and basic tools to address functional challenges and external factors that influence learning for children with various physical, sensory and learning difficulties. During the training, YVDs shared individualized cases of children with disabilities in their respective cells and developed action plans together with CEWs on how best to accommodate them in community reading activities based on individual children's identified needs. In addition, YVDs conducted home visits to families of children with disabilities to monitor how parents practice with their children what they learn in the workshops, including the practice of reading books with children.

Considering that in previous years, few children (less than 1%) who attended reading clubs were children with disabilities, Mureke Dusome conducted a needs assessment to better understand their needs so that they can all start or go back to school when schools reopen and to also ensure that the right

accommodations are in place for them to participate in reading activities in the community and at home. The needs assessment was designed to help identify children with disabilities who need assistive devices and/or scholastic materials for returning to schools or starting school (for those who have not yet enrolled).

METHOD AND PARTICIPANTS

Data Collection

The needs assessment was conducted by the 137 trained Youth Volunteers with Disabilities (YVDs) (two per sector) and 5 YVDs coordinators in 66 sectors of Ngororero, Ruhango, Burera, Gasabo and Kirehe districts. They received a one-day training from Mureke Dusome staff on how to safely collect data and ensure confidentiality as well as data quality. They used a structured survey questionnaire in collecting data, and the data collection took place over the course of ten days from 16th to 27th November 2020. The questionnaires were completed based on conversations YVDs had with parents or caregivers of children with disabilities. The data was collected during home visits and phone calls. In cases where households were located in areas where the YVDs could not reach due to environmental factors or assessment timelines, families were reached by phone. All data collection was done while respecting COVID-19 prevention measures.

The data collection tool has been programmed in a web-based platform called KoBo toolbox ([Click here to view the tool](#)) to allow smooth, quick and timely data entry and data analysis.

Participants

Respondents were selected based on the pre-determined characteristics shown from the mapping of children with disabilities that was conducted by Mureke Dusome in five model districts before the needs assessment, including but not limited to: children with disabilities who are in the school-age range for grades P1 to P3, either enrolled or not in schools from the five pilot districts. All identified children with disabilities in mapping activities were reached during the assessment through their parents.

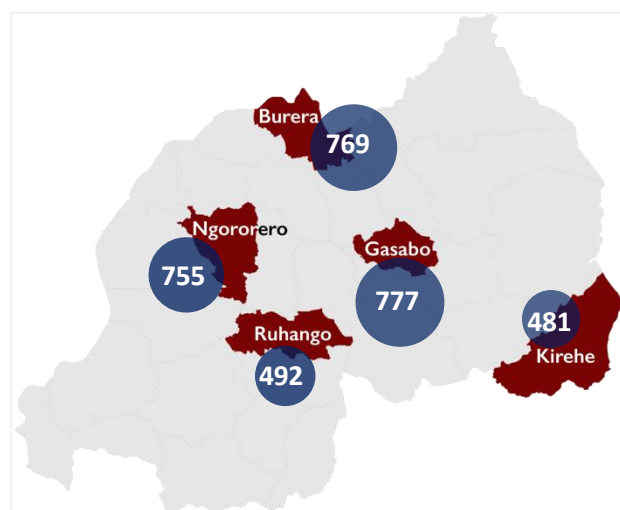
FINDINGS

During data collection, the assessment field teams (YVDs) spoke with parents and caregivers of children with disabilities, and asked about the different needs of their children. The participation of parents as well as that of children in this assessment was essential to gain a comprehensive understanding of each child's identification, demographic characteristics, and their location. The findings revealed that 3,274 children from five pilot districts have different types of disabilities, 69% of them aged seven and above, have different needs to be able to go back to school including, assistive devices (20%), scholastic materials (54%) and treatment (8%).



As the above diagram indicates, more than half of children with disabilities identified are boys (56.6%) and 43.4% are girls.

The map on the right shows the distribution of identified children with disabilities per district, where Gasabo, Burera, and Ngororero districts each have at least one-fifth of the children reached during the assessment, while 15% and 14.7% are from Ruhanga and Kirehe districts respectively.



Map: Distributions of identified children with disability by district

Mureke Dusome has been implementing different inclusion activities including (1) awareness workshops with parents of children with disabilities, (2) airing inclusion PSAs on radio and TV, (3) distributing Kinyarwanda storybooks with inclusion messages and (4) advocating for children with disabilities. This has improved parents' mindset so that they feel more comfortable removing their children from hiding and advocating for them as much as they can; this resulted in an increase in the number of children with disabilities identified during the needs assessment as compared to the initial identification exercise. The assessment has shown that a large number of children with disabilities across all five districts are boys (59.7% in Burera 59.7% in Kirehe, 56.3% in Ruhango, 55.5% in Ngororero, and 52.8% in Gasabo), but the results do not explain this difference. Having a child with a disability is a source of shame, and it is possible that many families of girls with disabilities hide them from public view. This gender disparity is likely a result of underreporting due to stigmatization of multiple and intersectional identities. For girls with disabilities, gender and age are additional sources of disadvantage because of the subordinate location of girls in social relations. But further assessment and analysis is required to explain this disparity and the implications for policy and interventions targeting children with disabilities⁸.

⁸ For more on gender disaggregation of children with disabilities by district refer to appendix I.

Age distribution among identified children with disabilities

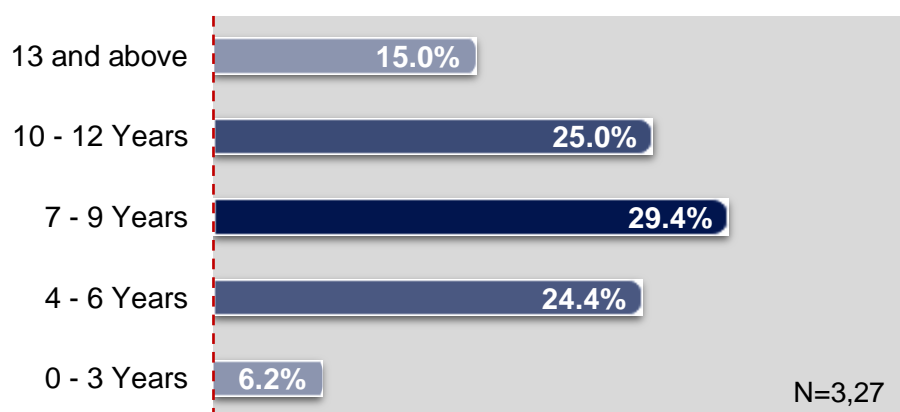


Figure 1: Distribution of identified children with disability by their age

As shown in the graph above, although the project targets children aged between 7 to 9 years, in grade 1 to 3 (whether enrolled or not), the needs assessment gathered information on the needs of children with disabilities from different age ranges. This needs assessment considered children from ages 0 to 18 (given that they are in primary grade 1-3) because a lot of children with disabilities start school late or often repeat classes. Another reason is that a large sample size would be easier for long term advocacy and to identify trends of types of support that would be likely to be needed over time, to support the sustainability of future initiatives. For example, knowing which percentage of children in the 4-6 age range who have disabilities allows for advocacy with the government to ensure that they are preparing the needed assistive devices and scholastic materials for these children before they enter Primary I, and it allows for giving a sense of how there are similar numbers of children with disabilities across the different age ranges.

School enrolment

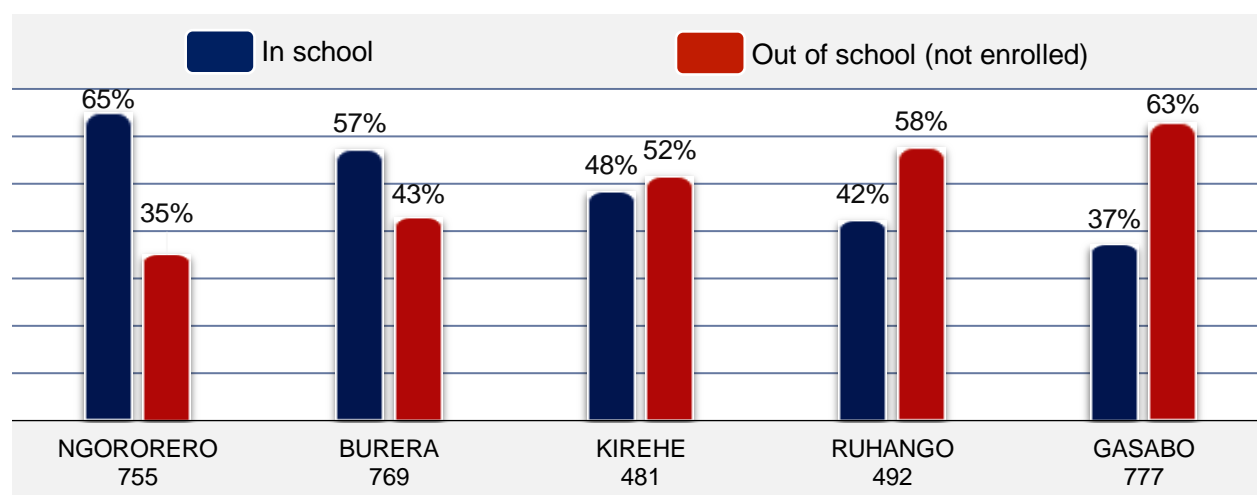


Figure 2: School enrolment of identified CWDs by district

The assessment revealed that on average more than a half, which means 5 in 10 children with disabilities (50.7%) reached in the 5 districts, were already enrolled in school either in nursey, primary or secondary.

While only 61.2% of 2,272 children aged 7 and above (who are eligible to start school) are enrolled in school in grades 1 to 6. The above graph indicates that the district of Ngororero has more than the other districts of children enrolled, with nearly two-thirds of the children with disabilities (65%) who are in school, followed by Burera with more than half (57%). The finding shows that 63% of children with disabilities in Gasabo, 58% in Ruhango, and 52% in Kirehe districts are not studying in schools.

Of the 1,237 (43.8%) out of school children with disabilities, 12% (151) had dropped out of school due to various reasons while 55% (676) are not planning to start school and 33% (410) had never enrolled but are planning to start when schools reopen. Of those who dropped out, some report to plan to return to school in 2021 if the government reopens all schools. At the time of data collection, lower primary schools and nursery schools remained closed due to COVID-19⁹. Unfortunately, a large number 66.8% (827) are not planning to start or go back to school because of the following barriers reported by their parents:

- ☞ Negative attitudes by numerous stakeholders in the community (parents/caregivers, children, teachers, leaders) who do not think children with disabilities can learn. For instance, out of 827 parents whose children are out of school, half of them (52%) reported their children have severe disabilities and are unable to study;
- ☞ Poverty prevents families of children with disabilities from providing basic needs to enable them to go to school. Of the total number of children with disabilities surveyed, 66% (2,114) are from households in category one and two of *Ubudehe* (lowest income categories);
- ☞ Mainstream schools are inaccessible to most children with disabilities while special schools for children with disabilities are far away and too expensive;
- ☞ Children need reasonable accommodations before they can start schooling;
- ☞ Fear of stigma and shame of having a disability.

Type of disability

The graph below shows that, out of 3,274 children with disabilities, the majority of disabilities reported were physical or sensory, where 42.5% of children have physical disabilities, 21.9% have mental disabilities, 20.2% have multiple disabilities, 14.2% have a speech impairment, 5.9% are blind, and 0.8% have albinism. This assessment administered a question to identify children having any type of disability by allowing individuals or parents to self-report the type of disability (ies), but it did not provide definitions for each disability, severity or an assessment of disability. Therefore, a survey should be conducted on parent/caregiver attitudes towards disability to provide more insight on the stereotypes that still exist that may prevent stakeholders from self-reporting.

⁹The Ministry of Education announced that lower primary and pre-primary schools will reopen on January 18, 2021.

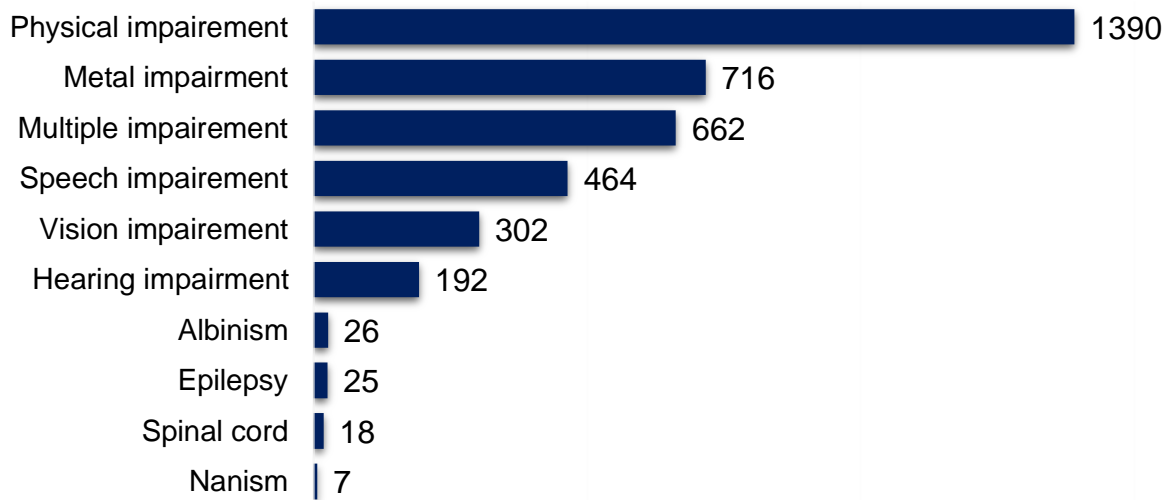


Figure 3: Distribution of identified children with disability by type of disability

Children with disabilities with assistive devices and treatment needs

Through the needs assessment, Mureke Dusome aimed to identify which assistive devices and scholastic materials are needed for children with disabilities to go back to or start school. This is why parents were asked if their children have been formally diagnosed to have any impairment that hinders their children from going to school. The findings indicate that more than three-fifths of all 3,274 children with disabilities (64%) have been formally diagnosed by a doctor to have disabilities. During data collection, 51% (1,655) showed a copy of the details of the assistive devices and treatment that were prescribed or a disability card. The graph below shows medication and type of assistive devices prescribed by a doctor:

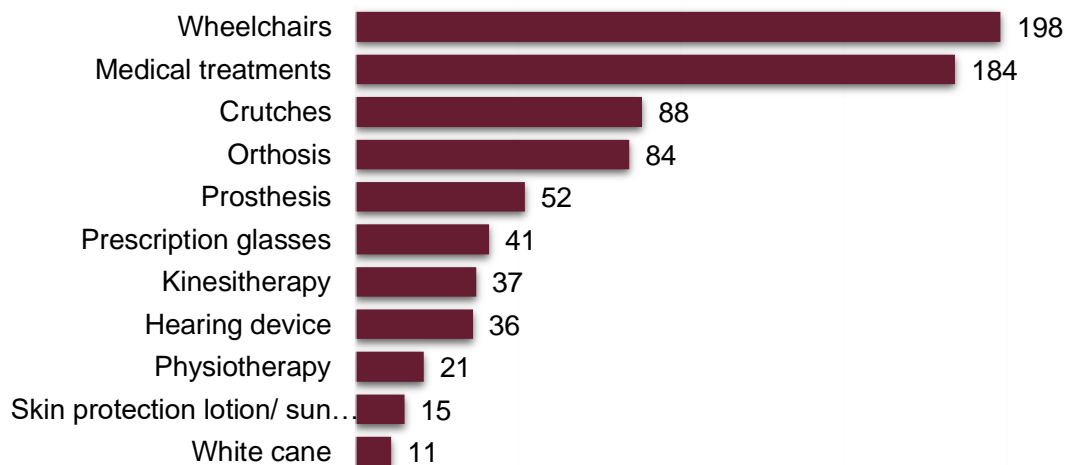


Figure 4: Medication and type of assistive devices prescribed by a doctor

According to a large number of children with disabilities who report to having physical disabilities, the number of children prescribed by a doctor to use a wheelchair is 198, while 88 need crutches, 84 need

orthosis, 52 need prosthesis, 41 need prescription glasses and 36 need hearing devices. Moreover, parents of 184 children with disabilities reported that their children need special medications for a certain period of time before going to school, and 58 reported needing to go for kinesitherapy and physiotherapy. 36% of all reported children with disabilities have not been formally diagnosed nor been given a disability card by the Government of Rwanda and therefore, this data does not include children who need devices and treatment for the first time. Through parent awareness workshops and home visits, Youth Volunteers with Disabilities informed parents on where and how to get their children diagnosed and treated but more advocacy needs to be done to ensure all children are screened and given treatment and assistance where necessary.

In addition, Mureke Dusome asked parents if their children with disabilities have a prescribed assistive device that may need repairing. 240 parents agreed that their children's equipment should be repaired because they are too old and damaged. As the graph below indicates, the majority (41%) claim that their wheelchairs need to be repaired, and 16%, 15% and 10% need their crutches, orthosis, or prosthesis to be repaired or renewed respectively. Under 9% wish to have new or repaired glasses, hearing devices, sun cream or white cane. When asked about the damaged devices that need repair or to be replaced, below were the parents' responses:

- ✗ The crutches used are from childhood and children have grown up so they have to bend their back to use them;
- ✗ The orthosis and prosthesis seemed too small compared to children's age so they need new size-appropriate devices;
- ✗ The batteries inside the hearing device expired;
- ✗ Glasses which have gone beyond the prescribed lifespan;
- ✗ Wheelchairs' tires, seating, and other parts have been damaged and worn out;
- ✗ Sunscreen is finished and they cannot afford to buy more.

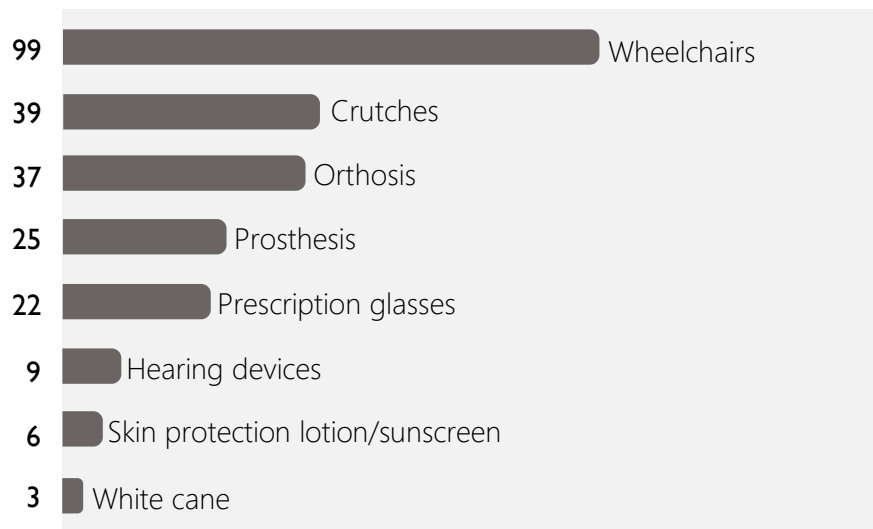


Figure 5: Assistive devices that need repair or replacement

Children with disabilities' scholastic material needs

During the needs assessment, Mureke Dusome asked the parents of 2,272 children with disabilities about any scholastic materials other than assistive devices that children need to be able to go back or start school. The assessment revealed that the majority (74%) need school uniforms, close to three-fifths (71%, 69%, and 67%) need notebooks, shoes, and school bags respectively and only 39% need school fees so that they can go back or start school.



In addition, the limited access to transportation to schools due to geographical and built environmental barriers at schools, such as classrooms on a higher mountain or inaccessible schools were identified by parents as prevailing barriers that need to be removed in order for children with disabilities to go back or start school.

CONCLUSION

SUMMARY OF FINDINGS

This report presented the findings from an assessment of the needs of children with disabilities to start or go back to school. More than half of 3,274 children with disabilities from 5 districts are enrolled either in nursery or primary school, and of those 2,271 children at the eligible age to start school, only 61.7% were enrolled in primary schools, with almost 40% not enrolled in schools.

As Mureke Dusome previously documented, a large number of children with disabilities across all 5 districts are boys (59.7% in Burera, 59.7% in Kirehe, 56.3% in Ruhango, 55.5% in Ngororero, and 52.8% in Gasabo), signaling that people with multiple marginalized and intersectional identities are subject to stigmatization including underreporting.

Majority of children with disabilities (72%) need school uniforms while more than three-fifths (69%, 68%, and 65%) need notebooks, shoes and school bags respectively. Only 42% need school fees so that they can go back or start school. 240 parents reported that their children's assistive devices should be repaired or replaced because they are too old, damaged and/or no longer appropriate for the child's size.

Findings indicate that more than 64% of children with disabilities have been formally diagnosed by doctors to have disabilities, and 51% (1,655) have shown a copy of the details of the assistive devices and treatment that was prescribed and/or a disability card. This means that 36% of children with disabilities have not been diagnosed, making it more challenging to secure the assistive devices and support they need.

The assessment also revealed that out of 924 parents whose children are out of school, half of them (52%) reported that their children have severe disabilities and are unable to learn.

RECOMMENDATIONS

- ☞ A concerted effort needs to be made at all levels toward child with disabilities identification, recruitment and retention for school attendance. Advocacy should be done at all levels to ensure all stakeholders in the community (locally, nationally and regionally) so that children with disabilities are supported to go to school. In addition, Mureke Dusome and other educational stakeholders should continue to support these children in terms of financial support to pay school fees, give them school materials, provide assistive devices, ensure that all schools are accessible by examining the distance to schools and infrastructure, training parents on how they can use Income Generating Activities to overcome poverty etc.. More sustainable approaches would also include be investing in social protection schemes by the Government of Rwanda including regular cash transfers that can be accessed by households of children/persons with disabilities to increase the likelihood of children getting access to quality education.
- ☞ Mureke Dusome should continue to partner with like-minded institutions interested in promoting inclusion in Rwanda, and to advocate with MINEDUC and REB to enable the provision of improved services for these children. Local government officials and NCPD can work with community volunteers to mobilize parents/caregivers and children with disabilities that are not attending school to visit school programs that are successfully serving students with disabilities and to see in person the achievements students with disabilities are reaching.
- ☞ Navigating referral procedures and applications for social support can be a daunting experience for parents. Many parents have reported that their children with disabilities do not have a disability card which limits the services and supports they get from the Government of Rwanda including medical care. So, there should be trained volunteers with disabilities or civil servants who can assist parents to get access to Government social protection schemes.
- ☞ A fundamental shift in negative attitudes towards children with disabilities that undermine their capabilities will require building the awareness and capacity among all community members including teachers, children, parents/caregivers, village leaders and various policy makers around issues on disability. SBCC messages should explicitly address the widespread misconception that disability, age and gender equate to deficiency and should challenge disabling social norms and negative stereotypes about persons with disabilities through inclusion of girls and boys, men and women with disabilities as leading voices in program activities.
- ☞ There is need for more initiatives (in and out of school) to undertake assessments to understand the situation of children with disabilities and to take specific steps to promote their full inclusion in society. Furthermore, in-depth assessment and gender sensitive analysis should be conducted, in particular to further examine the reason for gender disparity and its implications for policy and other interventions targeting children with disabilities so that both girls and boys with disabilities are supported to attend schools.
- ☞ There is a need for more advocacy to ensure that all children are diagnosed and supported to get treatment so that they can be able to go to school. Additional support should be given to NCPD to strengthen the current disability categorization process so that screening, referral and specialist support can be undertaken on an in-demand basis. Furthermore, doctors/ clinics and community centers should be provided with additional information and training on the importance of early identification of children with disabilities and the programs and services that are available to support their learning in the community.
- ☞ Generally, there is lack of quality data on children with disabilities that impacts Mureke Dusome's ability to plan and develop inclusive literacy activities and how to accommodate children with disabilities. Currently there is no database that tracks and analyses the number of children with disabilities enrolled in school, their dropout rates nor how to assess the extent to which children with disabilities are missing out on school. The Ministry of Education should be supported and/or

form close collaboration with the National Institute of Statistics (NISR) to develop a reliable system to generate comprehensive data which can inform and guide evidence-based strategies to ensure that children with disabilities are enrolled and supported to stay in school.

- 👉 The Government of Rwanda should build a disability sensitive social protection system which includes disability benefits to enable household of children with disabilities to live in dignity and security.

Appendix 1. Gender disaggregation of children with disabilities by district

District	Sex of children with disabilities		Total
	Female	Male	
BURERA	310	459	769
GASABO	367	410	777
KIREHE	194	287	481
NGORORERO	336	419	755
RUHANGO	215	277	492
Total	1,422	1,852	3,274

Appendix 2. Distribution of children with disabilities by type and districts

District	Vision impairment	Speech impairment	Hearing impairment	Physical impairment	Mental impairment	Multiple impairments
BURERA	65	88	39	346	154	119
GASABO	55	122	44	316	174	183
KIREHE	29	79	29	195	139	95
NGORORERO	108	97	44	327	139	150
RUHANGO	35	70	28	192	104	115
Total	292	456	184	1,376	710	662

Appendix 3: Need assessment for children with disabilities to go back or start school

Province: _____ District: _____
 Sector: _____ Cell: _____
 Village: _____ Date (date/month/year): _____

Purpose:

This form is used to identify children with disabilities who need assistive devices and scholastic materials in order to go back or start school. Youth Volunteers with Disabilities will complete this form based on conversations they will have with parents or caregivers of children with disabilities, observations made through home visits and workshops with parents.

Instructions for administering the identification form:

Before filling the form:

- Request for permission to both caregivers and children to ask them the information on the form,
- Explain clearly the purpose of the data collection,
- Avoid giving false expectations to the caregivers and the children,
- Don't give any promise (same as above),
- Record all the answered as provided by the respondents.

Caregiver's and Children identification

Father's names: _____ Contact: _____
 Mother's names: _____ Contact: _____
 Caregiver's names _____
 Child's names: _____ Sex _____ Age _____
 Ubudehe category _____

Household head (specify if it's a single parent, child headed, other family members such as aunt, uncle, grandparents):

No.	QUESTIONS	ANSWERS
1	Is the child enrolled in school? (Yes/No)	Yes: <ul style="list-style-type: none"> - Already studying (enrolled) - Starting this year - Back to school (if dropped out) 0. No (if no, go to question no. 4)
2	If yes, in which grade level?	
3	If yes, which school?	(Name of school, district and sector)
4	If not enrolled, why?	
5	Type of disability	1. Vision impairment 2. Speech impairment 3. Hearing impairment 4. Physical impairment 5. Mental impairment 6. Multiple impairment 7. Other (specify)
6	Has there been formal/clinical diagnosis performed on the child?	1. Yes 0. No
6a	If yes, do you have a copy of the details of the assistive device that was prescribed? If not, why?	1, Yes 0. No

6b	If yes, was the child prescribed any treatment and/or assistive devices?	1. Yes 0. No
6c	What type of treatment and/or assistive device was prescribed?	1. Wheelchair 2. Crutches 3. Prosthesis 4. Orthosis 5. Hearing device 6. White cane 7. Prescription glasses 8. Skin protection lotion/sunscreen 9. Other (specify),
7	What else (other than assistive devices) does the child need to be able to go back or to start school?	Scholastic materials (specify) 1. Notebooks/pens 2. Uniform 3. School bags 4. School shoes 5. School fees 6. Others (specify)
8	Does the child have any assistive device that perhaps needs repairing?	Yes No
8a	If yes, what kind of device is it? What is the damage that needs repair?	1. Wheelchair 2. Crutches 3. Prosthesis 4. Orthosis 5. Hearing device 6. White cane 7. Prescription glasses 8. Skin protection lotion/sunscreen 9. Other (specify),
	Additional comment	

Data collector name: _____

Signature: _____



Awareness Campaign on Children's Reading and Learning at Home

Monitoring Report

October – December 2020

INTRODUCTION

In response to the COVID-19 global pandemic, Save the Children Rwanda, through its awareness campaign on children's reading and learning at home, continued to work with the Government of Rwanda and other stakeholders to raise awareness and ensure that learning and reading opportunities for children (girls and boys, with or without disabilities) were created at home in a safe and inclusive environment. Mureke Dusome is leading on the campaign by informing parents of the schedule for learning, highlighting the importance of supportive home learning environments, and reiterating parents' role in children's literacy at home. From October to December 2020, in collaboration with the Save the Children Monitoring, Evaluation, Accountability and Learning (MEAL) team, Mureke Dusome MEAL staff continued to coordinate and conduct remote monitoring to parents and children to understand how children were reading and learning at home.

This report highlights findings from the remote quality process monitoring conducted through phone surveys to parents and children from 30 districts to demonstrate the effect of the Awareness Campaign Strategy on sensitizing parents through radio, television, SMS and social media to support children's remote learning and reading.

OBJECTIVES

The purpose of the monitoring was:

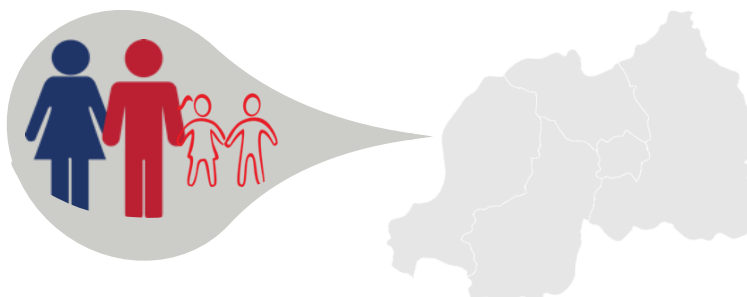
- ✓ To understand how parents are supporting children's learning and reading at home based on the literacy messages and lessons aired on radio and TV or read through SMS and other communication platforms.
- ✓ To understand how children, continue to learn, read, and write at home, and the challenges they are facing.

METHODOLOGY

In the context of limited face-to-face interaction due to COVID-19, the quality monitoring activity was done remotely through telephone interviews, mainly using a quantitative approach. As a result, children living in households without phones, potentially the most vulnerable, did not have a chance to participate, therefore, the findings from this monitoring are focused on children with access to phones and related technology.

Remote data collection was conducted by 3 MEAL staff, and 9 newly recruited interns who served as enumerators after being trained by the MEAL team; the training topics included how to use the monitoring tool, how to effectively conduct remote monitoring, and how to use KoBo Toolbox to record the data collected through remote voice call interviews.

2,147 (933F, 1,214M)
 respondents were interviewed
 including 899 (484F, 415M) children
 and 1,248 (449F, 799M)
 parents/caregivers in 30 districts



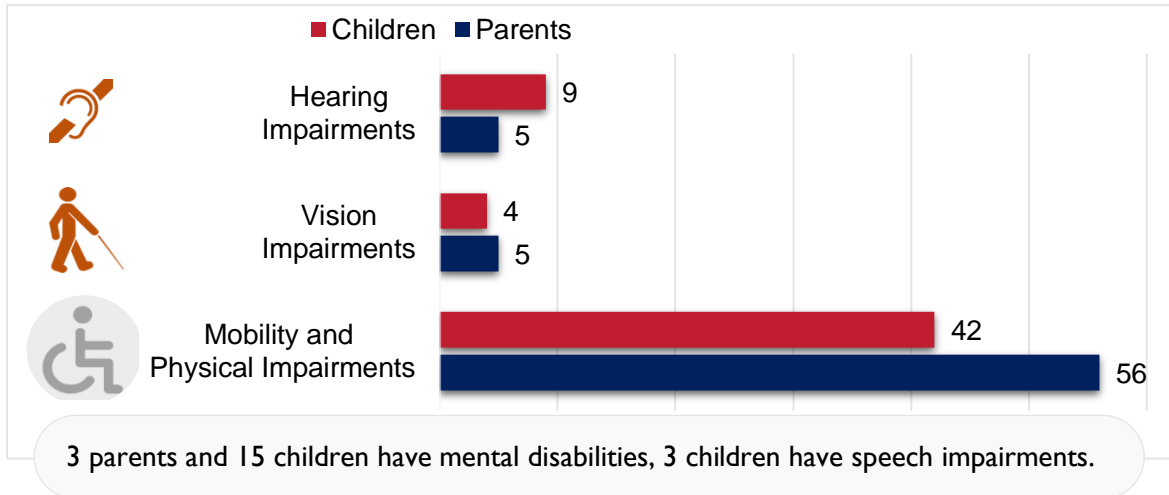
FINDINGS

- Of the 2,147 respondents [1,248 parents and 899 children] from 30 districts that consented to participate in remote quality monitoring through phone calls, 64% of respondents are male and 36% are female. The difference in respondents' gender is due to the fact that more male parents have phones than female parents. Therefore, Save the Children should use multiple channels when disseminating messages to parents, especially on radio as the recommended by the majority of respondents (53% parents and 77% children), as well as encourage male parents to share the messages received with the female parents. More than half of the caregivers/parents (74.5%) were aged 35 and above, and more than three quarters (76.1%) of them were married.

Parents and children with disabilities

To identify parents and children with disabilities, parents and children were asked if they have any type of disability and if yes and they were requested to mention the type of disability. To avoid stigmatization, trained staff explained to respondents the purpose of the monitoring and that their participation was optional. In addition, trained staff preemptively advised respondents not to be offended by any question and that they are free to not respond to certain questions.

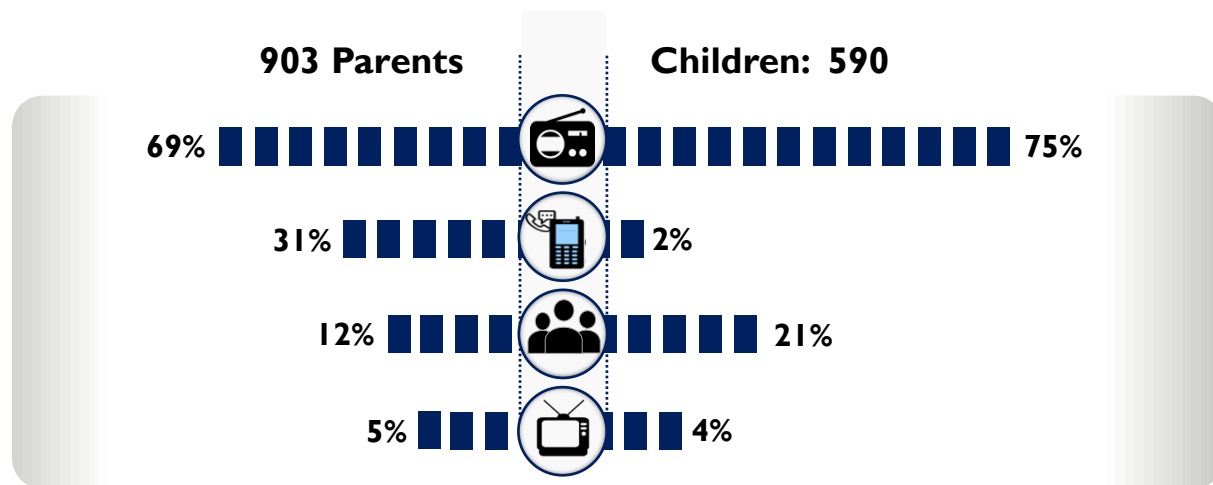
As the graph below indicates, 68 (5.4%) parent respondents have disabilities and 70 (5.6%) parents reported that they have children with disabilities. The majority reported having physical impairments. 28% of 68 parents reported that they have adjusted the home environment to accommodate the unique needs of their children with disabilities by changing residences, tidying up the house and yard, and removing high steps to ease movement.



Source of literacy information

Communication channels used by parents and children to hear or read literacy and learning related messages, total from all districts (parents = 903, children = 590)

Of the parents interviewed, 72.4% had heard or read literacy related messages in the previous week, and 65.6% of children interviewed had heard messages on how they can continue to learn, read and write at home in the previous week. As the graph below shows, of those, the majority (69% parents and 75% children) heard about literacy and learning messages through radio. 8% of parents reported that they had received interactive voice messages or calls from Mureke Dusome staff.



Preferred channels for listening to/reading literacy related messages by parents/caregivers not reached with messages on how to support their children at home

27.6% (345 of the 1248) parents/caregivers did not read or listen to messages on how to support their children at home. Among these parents, as the illustration below indicates, the majority (37%) of parents prefer to get literacy/learning messages by phone as SMS or calls because most of the time they are not available at home where they can access radio or TV, and 27% prefer to get it through radio. In addition, 10% suggest that REB and other organizations use local authorities such Village Leaders, *Umutwarasibo*, and other authorities to disseminate those messages through community meetings (*Inteko z'abaturage*).



Literacy practices

Percentage of parents who supported their children's learning, reading and writing at home after listening or reading the messages

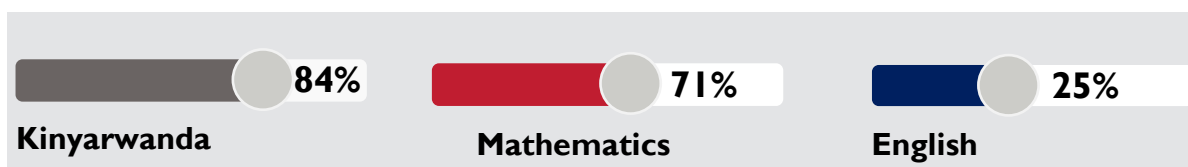
As the table below indicates, out of the 903 parents/caregivers interviewed, 67% (601) read and told stories to their children in the last three months while 59% (531) of them taught the children a new skill like cooking, sewing, baking, budgeting, gardening, etc. On average, 43% of parents/caregivers practiced more than one literacy activity including reading or storytelling, playing or singing, or setting aside 15 minutes a day for reading to or with their children after listening or reading the literacy related messages.

Activities	Frequency (N= 903)	Percentage
Read and tell stories to your children	601	67%
Play or sing with your children	531	59%
Teach the child new skills like cooking, sewing, baking, budgeting, gardening, etc	503	56%
Ask the child to retell a story he/she has read in school or in reading club	491	54%
Your child draws and writes on any topic or story	180	20%
Set 15 minutes a day for reading with the child	157	17%

Percentage of children who followed mathematics, Kinyarwanda, and English lessons on radio/TV in the last week or during the week of monitoring

Among 899 children interviewed, 40% of them (equivalent to 360 children) confirmed that they have participated in Kinyarwanda, Mathematics and English radio/TV lessons. As the graph below shows, of those children who participated, 84% participated in Kinyarwanda lessons, 71% in Mathematics lessons, and 25% in English lessons, and 35.7% of parents/caregivers were with their children assisting them in the following ways:

- Ensuring that their child tunes in to the radio lesson every time;
- Helping him/her/them with lesson activities [e.g. discussing the questions, following up on the activities like singing/games, etc.];
- Ensuring materials required for the lesson are available ahead of time;
- Checking his/her/their work since the teacher is not there to mark it.



Children's feedback of what was gained from the radio/TV lessons program:



Children who follow Kinyarwanda lessons (Literacy)

Reported that:

- ✓ They follow how to read stories and understand punctuation.
- ✓ They learned the new Kinyarwanda words and consonants, for example, NGW and SHY.
- ✓ They follow on radio how to read well and heard new stories and practiced reading themselves.

Children who follow English lessons (Literacy)

Report that:

- ✓ They have gained, new vocabulary including on family relationships, tenses (present and past simple tense), salutations, counting in English, etc.



Children who follow Mathematics lessons (Numeracy)

Report that:

- ✓ They learned counting and math operations like division, multiplication, addition and subtraction.
- ✓ They learned multiplication tables for 2x, 3x, 4x and 5x.
- ✓ They learned fractions.

Children's feedback on where they get books to read during this time (n = 1,063)

The majority of children (33%) do not have a place to get books in the community; others had borrowed the books from school (25%), Mureke Dusome RCs or neighboring LCs (14%) or existing books from parents, siblings and churches (10%). This means that there is a need for REB and other stakeholders to increase children's learning/reading materials in the community. In addition, there is a need for Mureke Dusome to continue to sensitize parents and children to borrow storybooks from LCs and read them at home.

Where do you get books to read these days?	Frequency (N=899)	Percentage
Do not have where to get books	293	33%

Reading and learning books borrowed from school	223	25%
Books borrowed from Mureke Dusome reading clubs before lockdown, and from neighboring Literacy Champions	128	14%
Existing books from parents, siblings and churches	89	10%

Children who followed the lessons reported the following challenges:

- 👉 Non-educated/illiterate parents cannot support their children during radio/TV programs especially lessons taught in English;
- 👉 Sometimes parents are not available during lesson times to lend their phones which are used as radios;
- 👉 Children do not have access to books (mentioned by 33 % of children);
- 👉 It is difficult to follow lessons at home because some children are doing chores;
- 👉 Radio and TV teachers teach at a fast pace, and the lesson duration is too short;
- 👉 Children do not get the opportunity to read with their peers.

RECOMMENDATIONS

- ✗ The majority of children do not have a place to get books to read (33%), therefore:
 - REB and partners should distribute learning materials to facilitate learners to follow the teachers on radio and TV;
 - Mureke Dusome should continue to lend books to children for learning and reading at home including learning materials.
- ✗ Parents should continue to be mobilized to understand the importance of learning and reading at home.
- ✗ There is a need for continuous advocacy for poor families to get radios and for parents to be reached with awareness messages regarding the radio program so that children can follow the lessons.
- ✗ Use *Abakangurambaga* (community mobilizers), *Abatwarasibo* and local authorities to mobilize parents to support children to learn and read at home and follow lessons on radio and TV.
- ✗ Save the Children through Mureke Dusome and its stakeholders should broadcast more inclusion messages on how parents can support or take care of children with disabilities at home.
- ✗ Mureke Dusome to explore why some activities are done more than others,
- ✗ Only 28% of 68 parents who have children with disabilities reported that they have adjusted the home environment to accommodate the unique needs of their children with disabilities, so, Save the Children through its projects should broadcast more inclusion messages on how parents can support or take care of children with disabilities at home.
- ✗ Save the Children to collaborate with different organizations, stakeholders and Mureke Dusome LCs to gather additional parents' contact information, in order to reach as many parents and children as possible from all 30 districts.

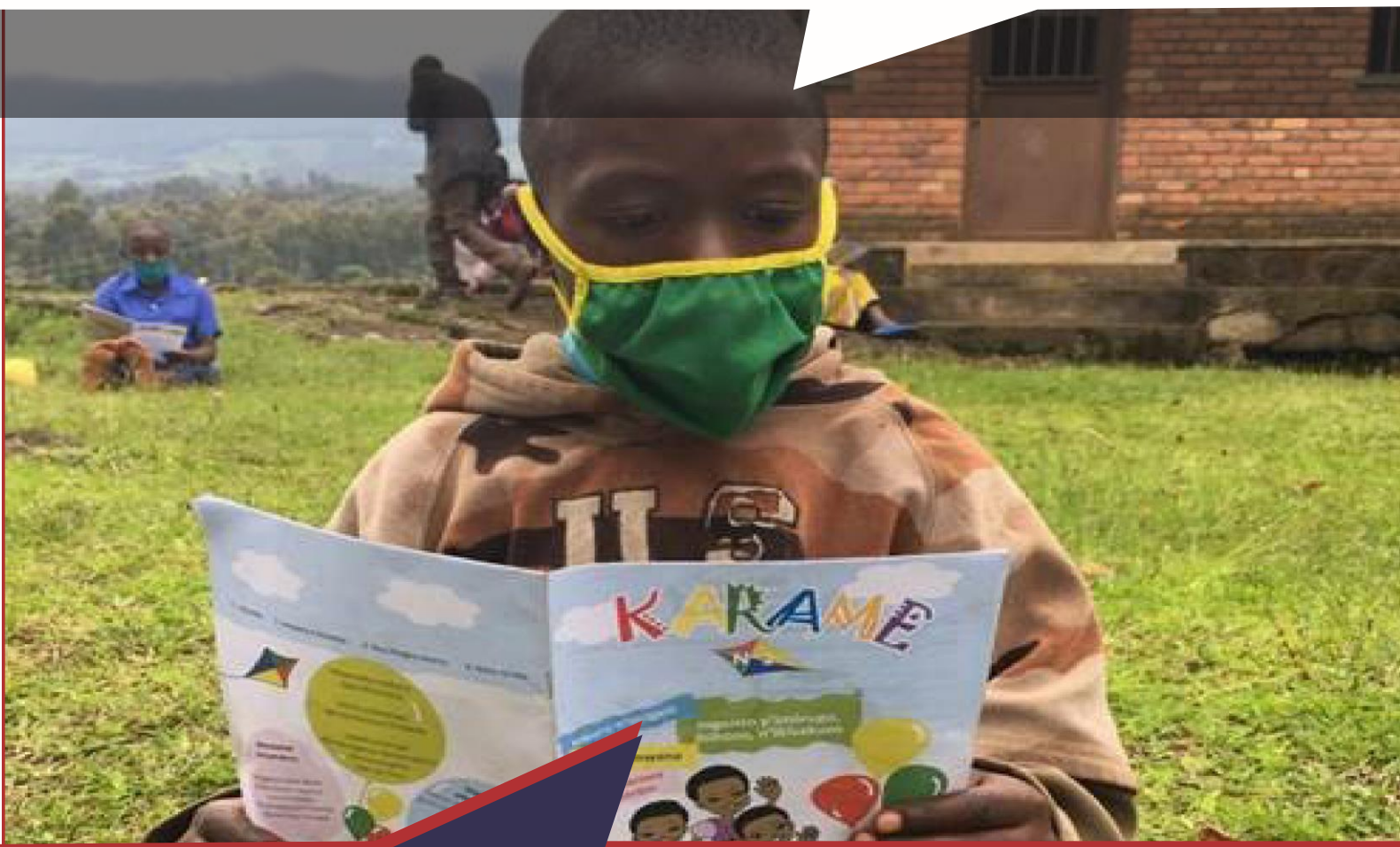


USAID
FROM THE AMERICAN PEOPLE



Save the Children

THE EFFECTIVENESS OF KARAME MAGAZINE TO IMPROVE CHILDREN'S LITERACY



A SMALL-SCALE SURVEY WITH PARENTS, CHILDREN AND COMMUNITY EDUCATION WORKERS WHO USED KARAME MAGAZINE FROM JULY TO DECEMBER 2020

I. INTRODUCTION

Since 2016, Save the Children has implemented the USAID-funded Mureke Dusome activity that aims to support the Government of Rwanda through the Rwanda Education Board to foster partnerships between schools and the broader community in a bid to improve children's literacy outcomes. Though expected to end in January 2020, Mureke Dusome was awarded a costed extension, which has lengthened the activity until July 2021. Sustaining improvements to the culture of reading is a critical result area for the Mureke Dusome cost extension. In order to sustain improvements, children must have increased access to ageappropriate Kinyarwanda reading materials.

To sustain a culture of reading and to increase access to a variety of affordable reading materials, Mureke Dusome came up with an initiative to produce a low-cost children's magazine and identified a publishing collaborative to support in the production. The Rwanda Children's Book Organization (RCBO) was selected to support with the creation of a children's magazine and signed a contract with Save the Children. Mureke Dusome and RCBO agreed to jointly develop content for nine editions of a children's magazine, each edition to be produced on a monthly basis. In addition, both parties agreed that Save the Children would purchase hard copies to be distributed to reading clubs in Gasabo, Ruhango, Ngororero, Kirehe and Burera districts while RCBO is free to sell copies to other users and distribute the magazine in digital formats.

Mureke Dusome in collaboration with RCBO organized two content development meetings, which aimed at agreeing on the structure of the magazine and the types of content. Both parties agreed that *Karame* would be the title of the magazine and that each edition would include: short stories, games, serialized cartoons, rhyming stories, poems, fun facts and general knowledge. Every month, Mureke Dusome and RCBO organized content review meetings for each edition of the children's magazine. RCBO finalized the production of three editions of *Karame* magazine and two editions were distributed to reading clubs in Gasabo, Ruhango, Ngororero, Kirehe and Burera districts in the month of July and August 2020. Edition No. 3 was distributed in November 2020. Due to the COVID-19 pandemic, reading clubs have not been operating as of March 2020. However, Mureke Dusome has been encouraging Community Education Workers to lend *Karame* magazine to children so as to continue enjoying reading while at home. To get information on how effective *Karame* magazine is and get recommendations for improvement of future editions, Mureke Dusome conducted a small-scale survey targeting a range of users including children, parents and Community Education Workers.

III. 1. Objectives of the survey

The main objectives of this survey were to:

- Identify sections of *Karame* magazine that are most liked and which are less popular and why;
- Recognize the challenges that inhibit children's access to *Karame* magazine;
- Understand how *Karame* magazine benefits children in terms of increasing their love for reading; • Assemble recommendations to improve *Karame* magazine in the future;
- Collect feedback on ways to make the magazine sustainable.

IV. 2. Survey participants and methodology

Mureke Dusome conducted this survey with the participation of 18 children (11F, 7M) from Primary 1 to Primary 3 and 18 parents of those children (16F, 2M) in 3 locations within Burera, Kirehe and Ruhango districts and 10 (6F, 4M) Community Education Workers in Kirehe, Burera, Ruhango, Ngororero and Gasabo districts as well as 2 RCBO members. The survey used a qualitative method. The sample selection for

Community Education Workers was random whereas it was purposive for children and parents.

Community

Education Workers supported to identify children who met the criteria of having been regularly using Karame magazine from September to December 2020 and whose parents were active in supporting them to read the magazine either by borrowing them or supporting to read at home.

The table below shows participants disaggregated by gender in their respective districts:

District	Children		Parents		Community Education Workers	
	Girls	Boys	Female	Male	Female	Male
Kirehe	3	3	6	0	1	1
Ruhango	4	2	5	1	1	1
Burera	4	2	5	1	1	1
Ngororero	N/A	N/A	N/A	N/A	2	0
Gasabo	N/A	N/A	N/A	N/A	1	1
Total	11	7	16	2	6	4

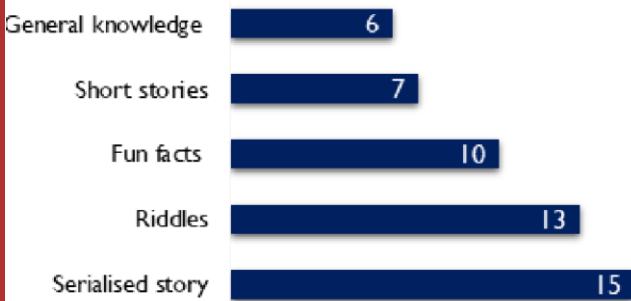
The following methods were used to collect data:

Focus Group Discussions were used with children and their parents separately,

Guided interviews were used through phone calls with Community Education Workers and face-to-face

interviews with RCBO members. Mureke Dusome developed guiding questions to capture data. **3. Findings**

3.1 Most liked sections of Karame magazine by children



Serialized Story

The majority (15) out of 18 children interviewed during focus group discussion responded that they liked the serialized story 'Isi ya Sano' most. 83.3% of children reported that they like the serialized story because the characters are children and they are curious to know how the story continues in the next edition. Children consistently inquire about the release date for the following edition because they are invested in the characters and plot.

"Isi ya sano" is about a child named Sano. The story portrays Sano as a child who enjoys learning and playing with his two friends. Sano's friend Kagabo has a physical impairment. Sano's family includes a father, mother and a new sibling. The children learn, play, and visit each other and they have all participated in a reading competition so far.

A child from Ruhango District said, "I love 'Isi ya Sano' very much because children are shown in the story as main characters and I like the way Sano helps Kagabo who has a physical impairment. I am always curious to know how the story will continue, it is so interesting."

A child from Kirehe District said, "I like the story of 'Isi ya Sano' because it shows how Sano and Kagabo participated in the competition and won. If the school opens, I will also request my teacher to allow me to take part in the competition."

During focus group discussions with parents and guided interviews with Community Education Workers the majority confirmed that children liked the serialized story the most because the story is well written and children are eager to know how the story will continue.

A parent from Burera District said, *“My child liked the riddles and the story of Sano in the series the most. My child asks me to tell him riddles when we are walking together. He is always curious to know when the next edition will come out so that he continues to read the stories. He wants to know how the story proceeds.”*

V. Riddles

During the focus group discussions, 13 out of 18 children interviewed responded that they liked the riddles (ibisakuzo). 72.2% of children reported an interest in riddles because, when solving them, they interact with their parents and learn answers to the riddles that they did not know.

A child from Burera District said, *“I like riddles a lot because I now know some of the riddles that I did not know before and my mother explains to me the ones that I do not understand well. Sometimes at school, they ask us about riddles so I will be able to share with other children when I go back to school.”*

During the focus group discussion with parents, they also confirmed how children are interested in riddles since they learn new things such as terminology used in Kinyarwanda. Parents also confirmed their own enjoyment of riddles because it reminds them of riddles that they read in the past. Community Education Workers confirmed that the riddles section is interesting to both young and older children since information sometimes aligns with examined content.

A parent from Kirehe District said, *“When they have the Karame magazine, children get together and tell riddles to each other. They play asking each other answers to the riddles. They like riddles.”* Another parent said, *“Children also like riddles because nowadays people do not talk much about riddles, so children feel like this is something new and they are so excited about them.”*

VI. Fun Facts

10 out of 18 children who participated in focus group discussions liked the fun facts section. 55.5%, responded that they liked fun facts the most. Children reported that the fun facts contain intriguing content and have helped them to acquire new knowledge.

A child from Kirehe District said, *“I like the part with fun facts because I came to know some of the things that I did not know before. For example, I read that a hen is able to lay 300 eggs per year.”*

Parents also confirmed that the fun facts section is interesting not only to children but also to them. They have come to learn more things that they did not know before.

A parent from Burera District shared, *“My child likes the section of fun facts the most. That section has things that even we, adults, can’t ignore. For example, that a hen can recognize its name. It feels funny and my child wants to know more facts like that.”*

Another parent from Ruhango District said, *“In addition, to the story of ‘Isi ya Sano’, my child likes to read the fun facts.”*

VII. Short stories

Of the 18 children who participated in the focus group discussion, 7, or 38.8%, responded that they like the short stories the most. Children explained that they like the section because it contains short, easy-to-read stories which they understand and find compelling. According to interviewers during the focus group discussion, children memorized the short stories, and can re-tell the stories fluently.

A child from Burera District said, *“I like the short stories because I found them sweet, interesting and fun.”*

Community Education Workers and parents also said that children liked the short stories. A Community Education Worker from Ruhango District said, *“Children like short stories very much because they involve interesting plots and they are short. Children can take a few minutes to read. Most of the children have memorized the stories.”*

A parent from Kirehe District said, *“Children liked all sections of Karame magazine. They are always so curious, I can’t tell which sections they did not like. Maybe what they liked most about the stories is that they can keep repeating them.”*

VIII. General Knowledge

Among the children who participated in the focus group discussion, 6 out of 18 children, or 33.3%, mentioned that they liked general knowledge. Children said that the general knowledge section helps them obtain information on new topics.

3.2 Benefits of Karame magazine

Increased Love for reading

During phone interviews with Community Education Workers, they highlighted that Karame magazine is popular among children and that it has increased a love for reading. They said that children always check with Community Education Workers if new editions have arrived.

A Community Education Worker from Kirehe District said, *“Karame magazine has increased the love for reading within many children because it contains a variety of stories which are interesting to them. Children are very curious to read about different riddles and fun facts which are in Karame magazine.”*

Community Education Workers also posited that children like the diversity of content and frequency. Parents also reported that Karame magazine was attractive to children and has increased their love for reading.

A parent from Burera District reported, *“When my child borrows Karame magazine, he immediately calls his friends to read. He likes to read to others and when he reads, you may think he is also a teacher. When I ask him where he gets such a nice reading material, he said he gets it from Patience, the Literacy Champion. I really like this.”*

Another parent from Kirehe District said, *“My child did not like to read before. He is now encouraged to read and I think this magazine has helped. He is mostly attracted by the images and the stories he reads in the magazine.”*

One male parent from Ruhango District said he would recommend other parents to send their children to borrow the magazine as it helps children value reading materials. The parent said, *“I would tell other parents the experience of my own child who was not able to read before but for now he cannot ignore any reading materials that he comes across. I can tell them that now my child knows to read, before throwing materials as rubbish he can first read and see if he is not throwing away valuable items.”*

IX. Increased Literacy Skills

During the focus group discussion with children, 12 out of 18 children, or 66.6%, reported Karame magazine has improved their reading skills and contains a variety of stories which are interesting and motivate them to continue reading. During focus group discussions with parents and guided interviews with Community Education Workers, they also confirmed that children who have had access to Karame magazine, have known how to read well and have become fluent readers.

A parent from Burera District said, *“My child was very weak in reading but due to the love he has for Karame magazine, he has improved the way he reads, I used to wonder what I could do for my child. He repeated P1 many times but for now, I see he can read, he has totally improved. I am now confident that he will be promoted to P2.”*

10 out of 18 children, 61.1%, attested during focus group discussions to have known many riddles and folktales because of Karame magazine. They added that due to the fact that each edition of Karame magazine contains a section for riddles, they now know more riddles than before.

A child from Ruhango District said, *“Karame magazine is a nice magazine because it has helped me to know about riddles because sometimes in class they used to ask us to tell riddles and most children failed but now, if the schools open again, I will be able to share in class the riddles that I have read in Karame magazine.”*

During focus group discussions with parents and interviews conducted with Community Education Workers, they confirmed that children have known different riddles and some of the children have memorized them. In addition, parents reported that their children have a knowledge of other Kinyarwanda language patterns like tongue twisters. A parent from Burera District said, *“My child has become a better reader; he reads to other children, brings them together, challenges them with tongue twisters and as I heard, he reads the tongue twisters so quickly. I was so happy and I asked him to bring books and Karame magazine with similar exercises. I also recommend you to give more of those exercises.”*

Parents and Community Education Workers also reported that Karame magazine has helped children increase their vocabulary and has taught them about grammatical rules. A parent from Kirehe said, *“Some sections of Karame magazine teach children to correct common mistakes that they make in their language and tell them rules to respect.”*

Occupation during COVID-19 Lockdowns

50% of children who participated in focus group discussions reported that Karame magazine has alleviated boredom. They added that due to COVID-19 which led to schools closing, many children used to get bored while at home but when they were informed about Karame magazine, they were happy to get something interesting to engage with while at home. This has been confirmed by parents during focus group discussions and with Community Education Workers who reported that Karame magazine has helped children not to get bored since they are not going to school due to COVID-19. The majority of parents reported that Karame magazine has helped children to stop loitering because they have something to concentrate on. They added that, before receiving the magazine, children used to wander aimlessly in different villages since schools were closed. Parents also reported that after the introduction of Karame magazine, children get together and tell riddles to each other, they play asking each other answers to the riddles. This has helped children to memorize and understand the riddles and this has strengthened friendships between children.

Other Benefits

During focus group discussions with parents, a majority of parents testified how Karame magazine has helped children to have discipline. Colloquially in Kinyarwanda, “*karame*” is used as a response when to acknowledge when someone calls a person’s name. Now, as an outcome of the Karame magazine, children are verbally confirming they have heard their caregivers when parents call them.

A parent from Ruhango District said, *“My child used to be undisciplined whenever I called him, he used to respond ‘Yeeeeee’ (arrogant response) but nowadays, because he got Karame magazine and has read it, he responds ‘Karame’ whenever I call him. I am very happy for this magazine.”*

Parents also reported that children have opened their minds after reading Karame magazine since it contains new knowledge and information they didn’t have.

In addition, parents appreciated the fact that there is a character with a disability among characters featured in Isi ya Sano. They said that it helps children realize that children with disabilities are capable and that they may need assistance in certain circumstances.

A parent from Ruhango District said, *“My child has learned that even a child with a disability should be valued and is capable, and they can support him. My child asked me why Kagabo (in the story of Sano) was not able to climb when he had a wheelchair and I explained that it was due to his difficulties climbing and needed support, and my child told me he now understands that it is necessary to support the children with disabilities when they have difficulties especially with walking.”*

Parents also reported that stories in *Karame* magazine teach children about noble behaviors such as caring for sick people, not lying, supporting each other and other good behaviors.

3.3 Challenges inhibiting children's access to *Karame* magazine

During focus group discussions with parents and guided interviews with Community Education Workers, the majority reported that the copies of *Karame* magazine provided to reading clubs are very few compared to the number of children that attended reading clubs. Each reading club receives only 10 copies of each edition of *Karame* magazine and due to COVID-19, children borrow the magazine and read it from home. It becomes challenging for Community Education Workers to ensure that each child that attended reading clubs has access to the magazine.

One Community Education worker said, *"The copies of Karame magazine are very few. Sometimes you find that some children who have not yet received the magazine think that they are not loved. In addition to this, the magazine does not reach to all children at the same time and those who have not received the magazine are unhappy. It is a big challenge for us."*

In addition, 80% of Community Education Workers interviewed reported that the paper *Karame* magazine is printed on is too thin and soft and can easily be torn. It therefore becomes very difficult to maintain the magazine so that it lasts a longtime and can be accessed by many children.

. Sustainability of *Karame* magazine

During interviews with two RCBO members, they both reported that it was RBCO's first experience to be engaged in the production of children's magazine so they had to do a lot of research on other children's magazines.

RCBO also reported that the production is going well as members are also participating in the production and they have gained experience in making magazines. During the interview, RCBO reported that they have achieved growth because members participate in the development of the magazine, financial gains have been realized through selling of *Karame* magazine and also members have got a platform for marketing their work.

The two members reported that although RCBO is still struggling in a few areas like getting good, varied and interesting content for children, they are putting in place a strategy to ensure they get the right content on a regular basis and that they increase their audience.

RCBO reported that it is planning to improve *Karame* magazine through focusing on provision of capacity building to members who participate in the production of *Karame* magazine content, adding colored illustrations and use of hard papers to attract more children as well as find other distribution channels and look for other partners starting in January 2021. RCBO plans to look for professionals in children's magazine development who can support in providing capacity building to RCBO members and participate in the production of *Karame* magazine.

RCBO started to develop marketing strategies and is planning to identify other partners and other distribution channels. RCBO started to discuss with publishers on how *Karame* magazine can reach publisher's different selling points.

RCBO reported that among the challenges they are facing in the production of *Karame* magazine is a lack of skills to produce high quality children's magazine, delays in compiling content from RCBO members and lack of market for the magazine.

5.3 Recommendation to RCBO

From discussions with beneficiaries especially children, the biggest need was to continue getting access to such a regular reading material full of interesting stories for them. The recommendation for RCBO is to put in place strategies that will lead to a continued production and distribution of the Karame magazine even beyond the period of partnership with Mureke Dusome.

Children and Community Education Workers recommended additional colorful illustrations in Karame magazine because children, especially those in Primary I, are more attracted to this style of presentation. The same participants also recommended to increase the size of the font used, especially on the serialized stories because the font is not clearly seen and easily read. One of the parents said, “The letters are small and it becomes difficult for some children and parents especially old people to read quickly while reading with children.”

During the interview with Community Education Workers, and Focus Group Discussions with parents, they recommended to print Karame magazine on heavier paper because the current paper is soft and easily torn. Community Education Workers and parents also recommended to add content about the environment so that children can be able to know the names of trees and the importance of environment conservation. One parent recommended that Rwandan culture feature more prevalently in Karame magazine and said, “Nowadays, children need more information on the culture. There are things they see on television and want to imitate. There should be a section in Karame magazine that talks about ‘Does’ and ‘Don’ts’ so that children can be conscious.”

5.4 Recommendations to Save the Children

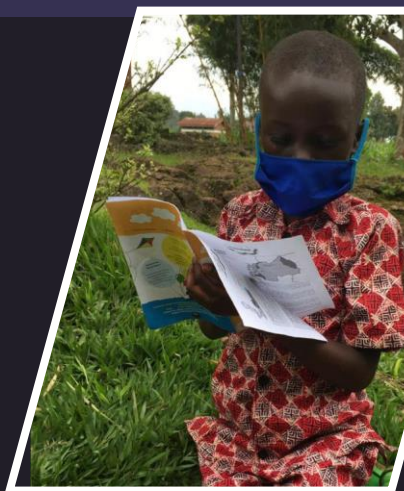
During focus group discussions with children and parents and guided interviews with Community Education Workers, they recommended for the provision of additional copies of *Karame* magazine to reading clubs so that more children can access it.

Save the Children should continue to mobilize funds which will allow to contribute to the purchase power of parents, schools, community libraries and other institutions which endeavor to promote children’s reading to sustain children’s access to Karame magazine.

6. Conclusion

Karame magazine is well received by children who read it because it contains different stories, games and activities that attract them. The magazine was not only liked by children but also adults because it contains poems, riddles, fun facts and a serialized story, which are all interesting to readers across a range of age demographics. Save the Children will continue to identify opportunities to help increase copies of *Karame* magazine in the community so that children can access them and will continue to work with RCBO and other partners to achieve this goal.

The Rwanda Children's Book organization, as the organization responsible for the production of *Karame* magazine, will put much effort into promoting *Karame* magazine on social media and come up with other marketing strategies. RCBO will also identify different selling points so that parents can easily access the magazine. Development partners should work with RCBO to continue empowering them in the production and distribution of *Karame* magazine with improved quality of content and raw materials.



Save the Children. Rwanda

**P.O. Box 2953,
Kigali, Rwanda**

**For any information;
Please call us: 8855**

**Email: rwanda.info@savethechildren.org
Website: www.rwanda.savethechildren.net**



Annex 3: DEC Catalogue

Name of Document	Author	Date of Production	Status				Location/Link to Document
			Converted into PDF	Uploaded	Date of upload	Document ID	
Q2 SCOPE Report	Alex Alubisia	April 2016	Yes	Yes	29/09/2016	5a767a75-ac52-4cfd-8749-bd61e1371df0	https://dec.usaid.gov/dec/content/Detail.aspx?ctlD=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlD=MzgwMzl0
Q3 SCOPE Report	Alex Alubisia	July 2016	Yes	Yes	29/09/2016	11825af3-1272-4499-8e27-4a318c7e6043	https://dec.usaid.gov/dec/content/Detail.aspx?ctlD=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlD=MzgwMzl2
Q4 SCOPE Report	Alex Alubisia	September 2016	Yes	Yes	03/12/2016	24321b89-be79-463c-b121-1191645ee1b6	https://dec.usaid.gov/dec/content/Detail.aspx?ctlD=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlD=MzgzNDIx
2016 SCOPE Best Practices for engaging families and communities in supporting children's literacy development-Final-01st August 2016	SCOPE, Stacey Dixson	August 2016	Yes	Yes	12/11/2016	bb82ef3e-2fb6-47d3-b5f4-9e0c99f61adb	https://dec.usaid.gov/dec/content/Detail.aspx?ctlD=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlD=MzgyMzA4
2016-SCOPE-Children's Readership Preferences Study-Final-01 Nov 2016	SCOPE	November 2016	Yes	Yes	12/12/2016	97ef36ab-caf0-4ed0-8cf1-23e7fdafe58a	https://dec.usaid.gov/dec/content/Detail.aspx?ctlD=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlD=MzgzMzAz

2016-SCOPE Annual Report- Final-31 December 2016	SCOPE	December 2016	Yes	Yes	31/01/2017	456d7a6f-b0a4- 4f5d-9f13- 6826847f7b65	https://dec.usaid.gov/dec/content/Detail.aspx?ctlD=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlD=MzgIMjE5
2017-Q1-SCOPE Quarterly Report- Final-30th January 2017	SCOPE	January 2017	Yes	Yes	07/02/2017	1b34bf00- 4c37-4f22- 9169- b6599038a200	https://dec.usaid.gov/dec/content/Detail.aspx?ctlD=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlD=MzgINDc0
2016 - Rwanda Baseline Survey Tracking Literacy Knowledge Attitudes and Practices at the School and Community Level - Final - 01st September 2016	SCOPE	September 2016	Yes	Yes	28/06/2017	dc7c3826-f0d7- 41eb-9e79- f4597321bc49	https://dec.usaid.gov/dec/content/Detail.aspx?ctlD=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlD=MzkxNDEz
2017-Q2-SCOPE Quarterly Report- Final-30th April 2017	SCOPE	April 2017	Yes	Yes	05/07/2017	292c34b5- e99b-4832- a795- 2439630f7616	https://dec.usaid.gov/dec/content/Detail.aspx?ctlD=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlD=MzkxNjYx
2017-Q3-Mureke Dusome Project Quarterly Report- April-June2017	Mureke Dusome	July 2017	Yes	Yes	16/10/2017	cd182adf-d9ad- 437e-83a4- 77e649c757de	https://dec.usaid.gov/dec/content/Detail_Presto.aspx?ctlD=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlD=MjMzNTcw&inr=VHJlZQ%3d%3d&dc=YVWRk&bckToL
USAID Mureke Dusome Quarterly Report Q4 FY2017	Mureke Dusome	October 2017	Yes	Yes	16/07/2019	PA-00T-S65	https://dec.usaid.gov/dec/content/Detail.aspx?vlD=47&ctlD=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rlD=NTlyMjg4

Mureke Dusome Annual Report October 2016 – September 2017	Mureke Dusome	December 2017	Yes	Yes	October 2020	7bf67 415-3019- 41a3-b13c- 341b6572fcab	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTcyMzQ4
2018-Q1 -Mureke Dusome Project Quarterly Report-October-December 2017	Mureke Dusome	January 2018	Yes	Yes	16/07/2019	9ab108a8-cf47-4c83-89e9-765714957280	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTlyNzEz
FY2018-Q2 - Mureke Dusome Project Quarterly Report-January-March 2018	Mureke Dusome	April 2018	Yes	Yes	16/07/2019	bb7183a9-74d8-43a7-8817-d7a1dc810fd1	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTlyNTk5
FY2018-Q3 - Mureke Dusome Project Quarterly Report-April-June 2018	Mureke Dusome	July 2018	Yes	Yes	16/07/2019	d7530666-2cea-4d2f-ab1c-6f152179a17f	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTlyNjAw
FY2018-Q4 - Mureke Dusome Project Quarterly Report-July-September 2018	Mureke Dusome	October 2018	Yes	Yes	16/07/2019	f351cf47-500f-4fc2-b841-cb66148485a8	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTlyNjAx
Parent-School Partnerships for Education Toolkit	Mureke Dusome	December 2017	Yes	Yes	October 27 th	7b5fd3a7-75ac-43a6-8b40-82a4f8bc18ab	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTcyMzQ1
Mureke Dusome Annual Report October 2017 – September 2018	Mureke Dusome	December 2018	Yes	Yes	October 2020	b9c185cf-95a9-4cfe-9e7f-4b136b35a320	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTcyMzUx

FY2019-Q1- Mureke Dusome Project Quarterly Report-October - December 2018	Mureke Dusome	January 2019	Yes	Yes	16/07/2019	PA-00T-SKC	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctlID=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTIyNjAy
FY2019-Q2 - Mureke Dusome Project Quarterly Report-January- March 2019	Mureke Dusome	April 2019	Yes	Yes	16/07/2019	be9eb166- 4198-4237- a53a- fb2d4abdd248	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctlID=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTIyNjAz
Mureke Dusome, Quarterly Report: Quarter 3, Fiscal Year 2019, April – June 2019	Mureke Dusome	July 2019	Yes	Yes	29/09/2019	b2f9b827-0faf- 46d7-b84a- 9a61e8f55fa5	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctlID=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTUxNjEy
Survey On Children's Readership Preferences And Market Demands For Children's Reading Materials In Rwanda¹⁰	Mureke Dusome	December 2019	Yes	Yes	24/1/2020	PA-00W-C78	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctlID=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTU2ODEI
Mureke Dusome, Quarterly Report: Quarter 4, Fiscal Year 2019, April – June 2019	Mureke Dusome	October 2019	Yes	Yes	27/1/2020	47b2ed03- bd15-417d- 95e8- 6ef27a5645cc	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctlID=ODVhZjk4NWQzM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTU2ODkw

¹⁰ This is a presentation that was given to the Reading Comprehension Interest Group in January 2020.

Mureke Dusome Annual Report October 2018 – September 2019 December	Mureke Dusome	December 2019	Yes	Yes	27/1/2020	e8924822-bf38-40ac-a697-4092253465ef	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTU2ODk0
Mureke Dusome Quarterly Report, Quarter 1, Fiscal Year 2020, Period October – December 2019	Mureke Dusome	January 2020	Yes	Yes	20/03/2020	3ea46c20-704d-4776-a4cc-073f75fc01df	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTU5Njky
Developing gender sensitive and disability inclusive children's books in Rwanda	Mureke Dusome	March 2020	Yes	Yes	27/04/2020	3e3da538-ff39-4f6c-bf1c-1c4198fa6473	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTYxMjc2
USAID Mureke Dusome Quarterly Report Q2, Fiscal Year 2020, January-March 2020	Mureke Dusome	April 2020	Yes	Yes	30/04/2020	182c6865-a568-4959-9294-66cd9d82c70e	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTY1MTI1
Mureke Dusome Quarterly Report, Quarter 3, Fiscal Year 2020, Period: April – June 2020	Mureke Dusome	July 2020	Yes	Yes	30/08/2020	72f45975-e1bf-4206-ac49-9eb3179b84d4	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTcxNzY2
Mureke Dusome Impact Evaluation Endline Report	Mureke Dusome	September 2020	Yes	Yes	October 2018	PA-00W-61H	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTUyNzMQ
A Guide for a Peer Learning Circles to Promote School	Mureke Dusome	March 2020	Yes	Yes	October 2020	1f0f1e0f-3564-4240-994a-ed19568e3d91	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTcxMjM2NDBmY2Uy&rID=NTUyNzMQ

Community Partnerships through Education Meetings							RmLTkxNjktZTCxMjM2NDBmY2Uy&rID=NTcyMzUy
A Guide for Volunteers: Children with Disabilities Parents' Workshops	Mureke Dusome	August 2020	Yes	Yes	27/10/2020	c9168a19-c1ed-4ee0-9c1f-26ad87f5f57f	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTCxMjM2NDBmY2Uy&rID=NTcyMzQ0
A Guide for Community Librarians on Collaborating with the Community to Increase Children's Reading Culture	Mureke Dusome	September 2020	Yes	Yes	27/10/2020	0758bb40-67f9-4438-92d7-86ec5f49a492	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTCxMjM2NDBmY2Uy&rID=NTcyMzQz
Mureke Dusome Quarterly Report, Quarter 4, Fiscal Year 2020, Period: July – September 2020	Mureke Dusome	October 2020	Yes	Yes	21/11/2020	1f194fc4-0592-4cee-89d5-cd234c54f732	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTCxMjM2NDBmY2Uy&rID=NTczMDgz
Rwanda: Midterm Survey Tracking Literacy Knowledge, Attitudes, and Practices at the School and Community Level	Mureke Dusome	May 2019	Yes	Yes	19/03/2021	7ba2ddcd-2042-4c6f-b658-40a0be2daf0a	https://dec.usaid.gov/dec/content/Detail.aspx?vID=47&ctID=ODVhZjk4NWQrM2YyMi00YjRmLTkxNjktZTCxMjM2NDBmY2Uy&rID=NTc4Njl1

Summary of media coverage - Mureke Dusome

	<u>Events/occasions</u>	<u>Organi sation</u>	<u>When</u>	<u>Media house</u>	<u>Type</u>	<u>Language</u>	<u>Links to stories</u>
1	Mureke Dusome launch in Gicumbi	Save the Childre n	04/06/2016	Kigali Today	Website	Kinyarwanda	http://www.kigalitoday.com/spip.php?article29471
2	Mureke Dusome launch in Gicumbi	Save the Childre n	04/08/2016	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2016-04-08/198789/
3	Mureke Dusome launch in Gicumbi	Save the Childre n	04/06/2016	Touch Rwanda	Website	Kinyarwanda	http://www.touchrwanda.com/gicumbi-uburezi-bwibanze-ni-uburenganzira-bwa-muntu/
4	Mureke Dusome launch in Gicumbi	Save the Childre n	04/07/2016	Imvaho Nshya	Newspap er	Kinyarwanda	<u>Imvaho edition number 3727</u>
5	Mureke Dusome launch in Gicumbi	Save the Childre n	04/05/2016	KT Radio	Radio	Kinyarwanda	http://www.ktradio.rw/?-Amakuru-Arambuye-

6	Mureke Dusome launch in Gicumbi	Save the Children	04/05/2016	Flash FM	Radio	Kinyarwanda	Aired in the Kinyarwanda evening edition
7	Mureke Dusome launch in Gicumbi	Save the Children	04/05/2016	Ishingiro Radio	Radio	Kinyarwanda	Aired in the Kinyarwanda evening and morning editions
8	Book purchasing consortium	Save the Children	27/4/2016	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2016-04-27/199327/
9	Book purchasing consortium	Save the Children	05/03/2016	The new Times	Website	English	http://www.newtimes.co.rw/section/article/2016-05-03/199510/
10	Parents, the best tutors of their children	Save the Children	27/7/2016	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2016-07-27/202085/
Oct-16							
11	Children's Book Fair	Save the Children/RCBF	10/02/2016	Akoma	Website	English	http://akomanet.com/kigalis-car-free-zone-

							decorated-with-childrens-books/
Nov-16							
12	Not applicable	Publishers, Bookse llers/SC I	11/02/2016	The New Times	Website	English	http://www.ewtimes.co.rw/section/article/2016-11-02/204988/
13	Not applicable	Save the Childre n	16/11/2016	The New Times	Website	English	http://www.ewtimes.co.rw/section/article/2016-11-16/205388/
14	Chocolate Book Campaign	Save the Childre n/Arise Educati on	20/11/2016	Kigali Fiesta	Website	Kinyarwanda	http://www.kigalifiesta.com/newsdetails.php?newsid=3463
15	Chocolate Book Campaign	Save the Childre n/Arise Educati on	19/11/2016	Igihe	Website	Kinyarwanda	http://www.igihe.com/amakuru/urwanda/article/save-the-children-irasaba-ababyeyi-

							<u>gushakira-abana-ibitabo-ahokubagurira</u>
16	Chocolate Book Campaign	Save the Children/Arise Education	19/11/2016	Kigali Today	Website	Kinyarwanda	<u>http://www.kigalitoday.com/uburezi/ibikorwa-by-uburezi/article/ababyeyi-barakangurirwa-kugira-umuco-wo-kugurira-ibitabo-abana</u>
17	Chocolate Book Campaign	Save the Children/Arise Education	18/11/2016	Umuseke	Website	Kinyarwanda	<u>http://www.umuseke.rw/mbere-yo-kugurira-umwana-ibimushimisha-banza-umugurire-igitabo-save-the-children.html</u>
18	Chocolate Book Campaign	Save the Children	18/11/2016	Izuba Rirashye	Website	Kinyarwanda	<u>http://izubari.rashe.rw/2016/11/ababyeyi</u>

		n/Arise Education					<u>i-barasabwa- gushyira- ibitabo-mu- byangombwa- bagenera- abana-leta- irasabwa- ubufasha-ku- badashoboye- kubigura/</u>
20	Chocolate Book Campaign	Save the Childre n/Arise	18/11/2016	Kigali Shows	Website	Kinyarwanda	<u>http://kigalishowz.com/?abagore-babasha-gusoma-bibuka-cyane-ibyo-basomye-kurusha-abagabo-mutesi-gasana</u>
21	Children's Readership Preferences Study Results' Dissemination	Save the Childre n	26/11/2016	Kigali Today	Website	Kinyarwanda	<u>http://www.kigalitoday.com/uburezi/ibikorwa-by-uburezi/article/harigwa-uburyo-</u>

							abana-bagezwaho-ibitabo-by-inkuru-ku-buryo-bworoshye
19	Children's Readership Preferences Study Results' Dissemination	Save the Children	26/11/2016	Umuseke	Website	Kinyarwanda	http://www.umuseke.rw/ubushakashatsi-abana-ni-bo-bashishikajwe-no-kumenya-ibyanditse-mu-bitabo.html
20	Children's Readership Preferences Study Results' Dissemination	Save the Children	28/11/2016	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2016-11-28/205752/
21	Children's Readership Preferences Study Results' Dissemination	Save the Children	29/11/2016	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2016-11-29/205793/
22	Content Development	Urunana	28/11/2016	Urunana	Website	English	http://www.urunadc.org

	workshop with Urunana						/index.php/41-latest-news/142-urunana-dc-and-save-the-children-join-efforts-in-raising-awareness-on-improving-literacy-skills-among-children
23	EDITORIAL: Reading culture: Put more emphasis on children	Save the Children	29/11/2016	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2016-11-29/205793/
24	Mureke Dusome officially launched in Nyabihu District	Save the Children/Umuhuza	*10/11/2016	Ngororero District	Website	Kinyarwanda	http://www.ngororero.gov.rw/index.php?id=38&tt_news%5D=347&cHash=21e0bbf8337616218921

							0d37aa19f6ad
							-
25	Early Grade Reading (Mureke Dusome, Soma Umenye, TCOP) Project launch	Save the Children	17/02/2017	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2017-02-17/208094/
26	Early Grade Reading (Mureke Dusome, Soma Umenye, TCOP) Project launch	Save the Children	16/02/2017	Igihe	Website	Kinyarwanda	http://www.igihe.com/amakuru/u-rwanda/article/usaide-yashoye-miliyari-zirenga-68-frw-azafasha-abanyeshuri-kwiga-gusoma-neza-mu
27	Early Grade Reading (Mureke Dusome, Soma Umenye, TCOP) Project launch	Save the Children	17/02/2017	Igihe	Website	English	http://en.igihe.com/education/usaide-invests-over-rwf-68-billion-in-

							kinyarwanda.html
28	Early Grade Reading (Mureke Dusome, Soma Umenye, TCOP) Project launch	Save the Children	17/02/2017	Bwiza	Website	Kinyarwanda	http://www.bwiza.com/miliyari-68-zigiye-gukoresywa-mu-gukundisha-abanyarwanda-umuco-wo-gusoma-ibitabo/
29	Early Grade Reading (Mureke Dusome, Soma Umenye, TCOP) Project launch	Save the Children	16/02/2017	Ukwezi	Website	Kinyarwanda	https://ukwezi.com/murwanda/3/USAID-yashoye-miliyari-zirenga-68-azafasha-abanyeshuri-kwiga-gusoma-neza-mu-Kinyarwanda
30	Early Grade Reading (Mureke Dusome, Soma	Save the	17/02/2017	Hope Magazine	Website	English	http://www.hope-mag.com/ind

	Umenye, TCOP) Project launch	Childre n					ex.php?a=2870&ca=1&com=news&option=read
31	Early Grade Reading (Mureke Dusome, Soma Umenye, TCOP) Project launch	Save the Childre n	17/02/2017	Afrika54 News	Website	English	http://afrika54news.com/2017/02/17/rwanda-rwf68-billion-kinyarwanda-early-childhood-learning-project-launched/
32	Early Grade Reading (Mureke Dusome, Soma Umenye, TCOP) Project launch	Save the Childre n/USAI D	16/02/2017	US Embassy	Website	English	https://rw.usembassy.gov/usaidsupport-kinyarwanda-literacy/
33	Early Grade Reading (Mureke Dusome, Soma Umenye, TCOP) Project launch	Save the Childre n	17/02/2017	iRwanda 24	Website	English	http://www.irwanda24.com/?p=12015
34	Early Grade Reading (Mureke	MINED UC	17/02/2017	MINEDU C	Website	English	http://www.mineduc.gov

	Dusome, Soma Umenye, TCOP) Project launch						rw/news-details/?tx_ttnews%5Bttnews%5D=541&cHash=6ca495ed34ffe49714112b035a399f34
35	Early Grade Reading (Mureke Dusome, Soma Umenye, TCOP) Project launch	Save the Children/USAID	03/07/2017	VOA Africa	Website and Radio	English	http://editorials.voa.gov/a/supporting-literacy-rwanda/3752788.html
36	Media Chief Editors' Workshop	Save the Children	02/08/2017	The New Times	Website and print	English	http://www.newtimes.co.rw/section/article/2017-02-08/207793/
37	Media Chief Editors' Workshop	Save the Children	02/04/2017	Save the Children	Website	English	https://rwanda.savethechildren.net/news/early-literacy-forefront-media-editors%E2%80%99pledge-

							reverse-learning-challenges-rwanda
38	Media Chief Editors' Workshop	Save the Children	02/02/2017	Salus Radio	Radio	Kinyarwanda	Aired in the Kinyarwanda evening news edition
39	Media Chief Editors' Workshop	Save the Children	02/02/2017	Isango Star	Radio and TV	Kinyarwanda	Aired in the Kinyarwanda evening news edition
40	Media Chief Editors' Workshop	Save the Children	02/02/2017	Flash FM	Radio	Kinyarwanda	Aired in the Kinyarwanda evening news edition
41	Media Chief Editors' Workshop	Save the Children	02/02/2017	KT Radio	Radio	Kinyarwanda	Aired in the Kinyarwanda evening news edition
42	Media Chief Editors' Workshop	Save the Children	02/07/2017	Media High Council	Website	English	http://mhc.rw/index.php?id=38&tx_ttnews%5Btt_news%5D=17&cHash=e62c9f3c73172eded9aa06d8f9fa4a49

43	Media Chief Editors' Workshop	Save the Children	02/07/2017	Kigali Connect	Website	English	http://kigalikconnect.com/article/media-fraternity-urged-to-promote-early-literacy.html
44	Mureke Dusome offially launched in Muhanga District	Save the Children/Umu huza	15/2/2017	Muhanga District	Website	Kinyarwanda	http://www.muhanga.gov.rw/index.php?id=38&tx_ttnews%5Btt_news%5D=754&cHash=69baeeac6d529e622f6be3ee90e095b2
	March-17						
45	Mureke Dusome offically launched in Nyabihu District	Save the Children/Umu huza	21/3/2017	Nyabihu District	Website	Kinyarwanda	http://www.nyabihu.gov.rw/index.php?id=38&tx_ttnews%5Btt_news%5D=464&cHash=18ce21678b5da8ce4b820b5c5ebd153d

46			03/10/2017	Kirehe District	Website	Kinyarwanda	http://kirehe.gov.rw/index.php?id=38&tx_ttnews%5Btt_news%5D=148&chash=12f3de1b5d803ec4ae4a2e5985119032
47	Rwanda Children's Book Forum Conference and Awards	Save the Children/RCBF	31/3/2017	Umuseke	Website	Kinyarwanda	http://www.umuseke.rw/ababyeyi-bagurira-abana-ibitabo-ni-bake-mu-rwanda.html
48	Rwanda Children's Book Forum Conference and Awards	Save the Children/RCBF	31/3/2017	Flash FM		Kinyarwanda	Aired in the Kinyarwanda evening news and in the Sunday morning news edition
49	Rwanda Children's Book Forum Conference and Awards	Save the Children/RCBF	31/3/2017	Radio Rwanda		Kinyarwanda	Aired in the Kinyarwanda evening news and in

							the Sunday morning news edition
50	Rwanda Children's Book Forum Conference and Awards	Save the Children/RCBF	31/3/2017	Huguka Radio	Radio	Kinyarwanda	Aired in the Kinyarwanda evening news and in the Sunday morning news edition
51	Rwanda Children's Book Forum Conference and Awards	Save the Children/RCBF	31/3/2017	RBA website	website	Kinyarwanda	http://www.rba.co.rw/video?id=3193
	April-17						-
51	Rwanda Children's Book Forum Conference and Awards	Save the Children/RCBF	04/01/2017	Igihe	Website	Kinyarwanda	http://igihe.com/amakuru/u-rwanda/article/icyo-ralc-isaba-abanditsi-mu-gusigasira-umwimerere-w-ikinyarwanda
52	Rwanda Children's Book Forum	Save the	04/03/2017	Izuba Rirashe	Website	Kinyarwanda	http://izubari-rashe.rw/201

	Conference and Awards	Children/RCBF					7/04/ibitabo-5-byabana-bikunzwe-kurusha-ibindi-mu-rwanda/
53	Rwanda Reads Book Sector Learning Event	Save the Children/Rwanda Reads	04/02/2017	Akoma	Website	English	http://akomane.net.com/isaie/rwanda-reads-extending-mega-book-related-events-in-provinces/
	May-17						
54	National Book Exhibition	Save the Children/MINI SPOC	24/05/2017	RBA	Website	English	http://www.rba.co.rw/video?id=3423
55	National Book Exhibition	Save the Children/MINI SPOC	24/05/2017	Igihe	Website	Kinyarwanda	http://mobile.igihe.com/umuco/ibitabo/article/minis-poc-yatangije-imurikabitabo-rya-2017-

							igaragaza-ko-ibiri-ku-isoko#.VScPb-dZkzk.whatsapp
56	National Book Exhibition	Save the Children/MINI SPOC	24/05/2017	Touch Rwanda	Website	Kinyarwanda	http://www.touchrwanda.com/2017/05/insanganyamatsi-yimurikabita-bo-2017-igitaboisoko-yubumenyini-terambere/
57	National Book Exhibition	Save the Children/MINI SPOC	25/05/2017	Kigali Today	Radio	Kinyarwanda	<u>Aired during the Kigali Talent Show between 08:00 and 10:00 pm</u>
58	National Book Exhibition	Save the Children/MINI SPOC	25/05/2017	Flash TV	TV/Youtube	Kinyarwanda	https://www.youtube.com/watch?v=Zm2gIPVADtg
59	National Book Exhibition	Save the	25/05/2017	Izuba Rirashe	Website	Kinyarwanda	http://izubarirashe.rw/201

		Children/MINI SPOC					7/05/gutoza-abana-gusoma-byitezweho-kuzanzamura-umuco-wo-gusoma-mu-rwanda-lt-col-rugambwa/
60	National Book Exhibition	Save the Children/MINI SPOC	25/05/2017	Umuseke	Website	Kinyarwanda	https://umuseke.rw/imurikabitabo-rikwiye-kwitabirwankimurikagurisha.html
61	National Book Exhibition	Save the Children/MINI SPOC	26/05/2017	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2017-05-26/213123/
62	National Book Exhibition	Save the Children/MINI SPOC	26/05/2017	TV10	TV/YouTube channel	Kinyarwanda	https://www.youtube.com/watch?v=QTbIFtX4G50
63	National Book Exhibition	Save the	28/05/2017	Izuba Rirashe	Website	Kinyarwanda	http://izubarirashe.rw/201

		Childre n/MINI SPOC					7/05/umwan ditsi-ati-leta- nihe- amafaranga- abandika- ibitabo- vuningoma- ati-ntabyo- tuba- twabasabye/
	June- July-17						
58	KAP survey dissemination event	Save the Childre n/MINI SPOC	30/06/2017	RBA	Radio&T V	Kinyarwanda	http://www.r ba.co.rw/vid eo?id=3573
59	KAP survey disseminatio event	Save the Childre n/MINI SPOC	30/06/2017	Umuseke .rw	Website	Kinyarwanda	https://umus eke.rw/rwan da-24- byabana- nibo- basoma- rimwe-mu- kwezikutarya -ni-imwe- mu- mpamvu.htm l

60	KAP survey dissemination event	Save the Children/MINI SPOC	30/06/2017	Radio& TV10	Radio&TV	Kinyarwanda	Aired during 5:00 pm news edition
61	KAP survey dissemination event	Save the Children/MINI SPOC	30/06/2017	Amazing Grace	Radio	Kinyarwanda	Aired during 5:00 pm news edition
62	KAP survey dissemination event	Save the Children/MINI SPOC	01/07/2017	Imvaho Nshya	Print	Kinyarwanda	Published on 01/07/2017
63	KAP survey dissemination event	Save the Children/MINI SPOC	01/07/2017	The New Times	Online& Print	English	http://www.newtimes.co.rw/section/read/215365/
64	KAP survey dissemination event	Save the Children/MINI SPOC	01/07/2017	kigalitoday.com	Radio&website	Kinyarwanda	http://www.kigalitoday.com/uburezi/amashuri/article/13-by-abana-basoza-amashuri-abanza-

							ntibazi-gusoma-ikinyarwanda
65	KAP survey dissemination event	Save the Children/MINI SPOC	06/07/2017	Isango Star	Radio&TV	Kinyarwanda	Aired during 5:30 pm and 6:00 am news edition
66	KAP survey dissemination event	Save the Children/MINI SPOC	08/07/2017	Voice of America	Radio	Kinyarwanda	Aired during Heza youth talkshow at 1:00 pm
	August-September-17						
67	Journalists' workshop	Save the Children	17-Aug-17	Rwandaeeye.com	Online	English	http://rwandaeeye.com/how-far-behind-is-rwanda-in-achieving-its-literacy-goals/
68	Journalists' workshop	Save the Children	17/08/2017	Umuseke.rw	Online	English	http://umuseke.rw/kuki-abanyarwanda-bareba-imipira-bagatera-

							urwenya-ariko-ntibasome-peacemaker.html
69	Journalists'workshop	Save the Children	16/08/2017	Flash FM & TV	Radio&TV	Kiny& English	Aired in the Kinyarwanda evening news edition
70	International Literacy Day-promoting Literacy in rwanda	Rwanda Reads/Mureke Dusome	16/09/2017	Ishingiro, Huguka, Isangano, & Izuba			<u>Interconnected aired in the afternoon Kinyarwanda talkshow from 3:00pm-4:30. the show focused on literacy and the National Literacy Month activities</u>
71	Rwanda marks national literacy Week	Rwanda Rwanda/Minipoc	15/09/2017	Royal TV &Radio	Radio &TV	Kinyarwanda	<u>http://www.royaltv.rw/abanyarwanda-ntibarumvaneza-</u>

							akamaro-ko-gusoma-no-kwandika/
72	Rwanda marks national literacy Week	Rwanda Reads/Minisport	13/09/2017	Kigalitoday	Website & Radio	Kinyarwanda	http://www.kigalitoday.com/uburezi/ibikorwa-by-uburezi/article/ibitabo-bike-by-ikinyarwanda-ni-inzitizi-mu-kumenye-gusoma
73	Rwanda marks national literacy Week	Rwanda Reads/Minisport	17/09/2017	Izuba Rirashe	Website	English	http://izubarashe.rw/2017/09/atunzwe-no-kuvugamazina-yinka-abikesha-gusoma/
74	Rwanda marks national literacy Week	Rwanda Reads/Minisport	16/09/2017	Umuseke.rw	Website	Kinyarwanda	http://umuseke.rw/rubavu-mu-marushanwa-yo-gusoma-umwana-

							yatungurany e-avugira- inka.html
	October- December-17						
75	Gira Igitabo Aho Uri Launch	SCI/Ari se Educati on	25/11/2017	The New Times	Website & Print	English	https://www. msn.com/en- za/news/othe r/reading- books-to-be- availed-on- public- buses/ar- BBFCHUr
76	Gira Igitabo Aho Uri Launch	SCI/Ari se Educati on	24/11/2017	The Africape oplesvoic es	Website	English	http://www.e n.africanpeo plesvoice.co m/minispoc- launches- gira-igitabo- aho-uri- hose- program/
77	Gira Igitabo Aho Uri Launch	SCI/Ari se Educati on	23/11/2017	Kigalitod ay	Website	Kinyarwanda	http://www.k igalitoday.co m/umuco/ibi tabo/article/k u-myaka-10- yanditse-

							igitabo-kigisha-kuvuga-neza-ikinyarwanda
78	Gira Igitabo Aho Uri Launch	SCI/Arise Education	26/11/2017	Muhabura.rw	Website	Kinyarwanda	http://mobile.muhabura.rw/index.php?page=article&id_article=4454
79	Gira Igitabo Aho Uri Launch	SCI/Arise Education	26/11/2017	igicumbi.com	Website	Kinyarwanda	http://igicumbi.com/index.php/inurabwenge/abanditsi/item/345-gira-igitabo-aho-uri-ubukangura mbaga-bwo-gutoza-abana-gusoma-ibitabo
80	Gira Igitabo Aho Uri Launch	SCI/Arise Education	26/11/2017	Igihe.com	Website	Kinyarwanda	http://igihe.com/amakuru/u-rwanda/article/ubuhamya-bwa-cyusa-

							na-benitha-abana-biga-mu-mashuri-abanza-batangiye-kwandika
81	Gira Igitabo Aho Uri Launch	SCI/Arise Education	23/11/2017	irwanda24.com	Website	English	http://www.irwanda24.com/?p=16401
82	Gira Igitabo Aho Uri Launch	SCI/Arise Education	25/11/2017	Taarifa.rw	Website	English	http://taarifa.rw/2017/11/25/meet-the-13-year-old-rwandan-author/
83	Gira Igitabo Aho Uri Launch	SCI/Arise Education	23/11/2017	Minispoc	Website	Kinyarwanda	http://minispoc.gov.rw/index.php?id=30&L=1&tx_ttnews%5Btt_news%5D=1843&cHash=392f7ac78eab87c4fd8042d84cd1ba0f
84	Gira Igitabo Aho Uri Launch	SCI/Arise	23/11/2017	Umuseke.rw	Website	Kinyarwanda	https://umuseke.rw/toza-umwana-

		Educati on					gusoma- kuko-abandi- bo-bari- kwandika- ibitabo.html
85	Gira Igitabo Aho Uri Launch	SCI/Ari se Educati on	12/10/2017	The East African	Website	English	http://www.t heeastafrican .co.ke/rwand a/Business/R wanda- publishers- launch- campaign-to- boost- reading- culture- /1433224- 4220814- 9gq4iaz/inde x.html
86	Gira Igitabo Aho Uri Launch	SCI/Ari se Educati on		Radio& TV10	Radio & TV	Kinyarwanda	<u>Aired during 5:00 pm and 7:00 am news evening edition</u>
87	Gira Igitabo Aho Uri Launch	SCI/Ari se		RTV	TV	Kinyarwanda	<u>Booklab show on RBA</u>

		Educati on					(Rwanda Television) which was recorded on Thursday during the Gira Igitabo Aho Uri Campaign launch.
88	Gira Igitabo Aho Uri Launch	SCI/Ari se Educati on		Radio Salus	Radio	Kinyarwanda	Aired during 5:00 pm and 7:00 am news evening edition
89	Gira Igitabo Aho Uri Launch	SCI/Ari se Educati on		Isango Star	Radio	Kinyarwanda	Aired during 5:30 pm and 5:45 am news edition
90	Gira Igitabo Aho Uri Launch	SCI/Ari se Educati on		Voice of Africa	Radio	Kinyarwanda	Aired during 5:00 pm and 6:30 am news edition
91	Gira Igitabo Aho Uri Launch	SCI/Ari se Educati on		Flash FM	Radio	Kinyarwanda	Aired during 6:30 am news edition
							-

	Jan-18						
92	Gira Igitabo Aho Uri Car Free Day	Save the Children Rwanda/ Arise Education	22/01/2018	Newtimes	Website	English	http://www.newtimes.co.rw/section/read/228071/
93	Gira Igitabo Aho Uri Car Free Day	Save the Children Rwanda/ Arise Education	22/01/2018	Igihe	Website	Kinyarwanda	http://mobile.igihe.com/umuco/ibitabo/article/minisitiri-uwacu-yakanguriye-buri-munyarwanda-kujya-abafite-igitabo-ahantu
94	Gira Igitabo Aho Uri Car Free Day	Save the Children Rwanda/ Arise Education	22/01/2018	Umuseke	Website	Kinyarwanda	https://umuseke.rw/ababyeyi-bakwiye-kuzirikana-ko-igitabo-ari-ingenzi-mubyo-umwana-

							akenera-min-uwacu.html
95	Gira Igitabo Aho Uri Car Free Day	Save the Children Rwanda/ Arise Education	22/01/2018	RBA	TV and Radio	Kinyarwanda and English	Aired in Kinyarwanda and English news (20:00, 13h00)
96	Gira Igitabo Aho Uri Car Free Day	Save the Children Rwanda/ Arise Education	22/01/2018	Radio Salus	Radio	Kinyarwanda	Aired in Kinyarwanda news (17:30,20:00 and 7:00)
97	Gira Igitabo Aho Uri Car Free Day	Save the Children Rwanda/ Arise Education	29/01/2018	The New Publishing Standard	Website	English	http://www.thenewpublishingstandard.com/rwanda-aims-to-have-books-everywhere-to-encourage-reading/
	Feb-18						

98	Gira Igitabo mu Rugendo	Save the Children Rwanda/ Arise Education	02/06/2018	Hanga	Website	Kinyarwanda	http://hanga.rw/?Amakuru&Article=Uburyezi/Kigali-Imodoka-zitwara-abagenzi-zigiye-gushyirwamo-ibitabo-abagenzi-bagenda-bas_60218761.html
99	Gira Igitabo mu Rugendo	Save the Children Rwanda/ Arise Education	02/06/2018	RBA	Website, TV and Radio	Kinyarwanda	http://www.rba.co.rw/post/Abagenzi-bagiye-gutangira-kujya-basoma-ibitabo-mu-ngendo-zo-mu-modoka-rusange
100	Gira Igitabo Mu rugendo	Save the Children	02/06/2018	Radio Salus	Radio	Kinyarwanda	News 17h00, 20h00 and 7h30

		Rwand a/ Arise Educati on					
101	Gira Igitabo Mu rugendo	Save the Childre n Rwand a/ Arise Educati on	02/06/2018	Isango Star	Radio	Kinyarwanda	News 17h30, 19h30 and 5h45
102	Gira Igitabo mu Rugendo	Save the Childre n Rwand a/ Arise Educati on	02/07/2018	Imvaho Nshya	Website	Kinyarwanda	http://imvaho nshya.co.rw/ kigali- abagenzi- begerejwe- uburyo-bwo- gusoma- ibitabo-mu- modoka/
103	Gira Igitabo mu Rugendo	Save the Childre n Rwand a/ Arise Educati on	02/07/2018	Umuryan go	Website	Kinyarwanda	http://umury ango.rw/ama kuru/mu- rwanda/politi ki/article/aba genzi- batangiye- gusoma-

							ibitabo-mu-modoka-rusange
104	Gira Igitabo mu Rugendo	Save the Children Rwanda / Arise Education	16/2/2018	Igicumbi	website	Kinyarwanda	http://igicumbi.com/index.php/inurabwenge/abanditsi/item/384-gahunda-ya-gira-igitabo-mu-rugendo
105	Gira Igitabo mu Rugendo	Save the Children Rwanda / Arise Education		Urumuri	website	Kinyarwanda	http://urumuri.rw/?Agashya-Umugenzi-azajya-agenda-muri-bus-asoma-igitabo-asanzemo
	March-18						-
105	Media Tour	Save the Children Rwanda	03/01/2018	RBA	TV and Radio	Kinyarwanda	Aired in Kinyarwanda and English news (20:00, 13h00)

106	Media Tour	Save the Children Rwanda	03/02/2018	The New Times	Website	English	http://www.newtimes.co.rw/section/read/229200
107	Media Tour	Save the Children Rwanda	03/01/2018	Isango Star	Radio	Kinyarwanda	Aired in Kinyarwanda News 17h30, 19:30 and 5:45
108	Media Tour	Save the Children Rwanda	03/01/2018	Radio Salus	Radio	Kinyarwanda	Aired in Kinyarwanda News 17h00, 20:00 and 7:00
109	Media Tour	Save the Children Rwanda	03/04/2018	Umuseke	Website	Kinyarwanda	https://umuseke.rw/musanze-burera-amasomero-yabana-ari-kugarura-mu-ishuri-abagera-mu-magana.html
110	Media Tour	Save the	03/05/2018	Igihe	Website	Kinyarwanda	http://igihe.com/amakuru

		Children Rwanda					/article/amajy-aruguru-abagabo-baricuza-igihe-bamaze-guhaha-babirutisha-kwigisha-abana
I 11	Media Tour	Save the Children Rwanda	03/11/2018	The East African	website and print	English	http://www.theeastafrican.co.ke/rwanda/News/Poor-reading-culture-among-Rwandan-children/1433218-4335548-119k6khz/index.html
I 12	World Book Day	Save the Children Rwanda/ IGA	13/3/2018	Inyarwanda	Website	Kinyarwanda	http://inyarwanda.com/articles/show/EntertainmentNews/tom-close-

		publishers					yashyikirije-isomero-rikuru-ry-igihugu-ibitabo-yan-80781.html
113	World Book Day	Save the Children Rwanda/ IGA publishers	13/3/2018	KT Press	Website	Kinyarwanda	http://www.igalitoday.com/uburezi/amashuri/article/ibitabo-bya-tom-close-birimo-inyigisho-zisubiza-indangagaciro-mu-babyiruka
114	World Book Day	Save the Children Rwanda/ IGA publishers	13/3/2018	Newtimes	Website	English	http://www.newtimes.co.rw/section/read/229388/
115	World Book Day	Save the	13/3/2018	Radio Salus	Radio	Kinyarwanda	Radio Salus in

		Children Rwanda/ IGA publishers					Kinyarwanda news in the 17:00, 20h00 and the following morning at 7H00
I 16	World Book Day	Save the Children Rwanda/ IGA publishers	13/3/2018	Family TV	TV	Kinyarwanda	Family TV Kinyarwanda news at 7h00 and 19h30
I 17	Gira Igitabo mu Rugendo	Save the Children Rwanda/ Arise Education	28/03/2018	Umuseke	Website	Kinyarwanda	https://umuseke.rw/abagenzi-muri-gare-ya-musanze-bahawe-ibitabo-bagenda-basoma.html
I 18	Gira Igitabo mu Rugendo	Save the Children Rwanda	28/03/2018	Umuseke	Website	English	http://en.umuseke.rw/passengers-from-musanze-to-

		a/ Arise Educati on					kigali-got-books-to-read-while-on-board.html
119	Gira Igitabo mu Rugendo	Save the Childre n Rwand a/ Arise Educati on	28/03/2018	Nonaha	Website	Kinyarwanda	http://nonaha.rw/amajyaru-guru-hatangijwe-ubukangura-mbaga-bwo-kwigisha-abana-gusoma-no-kwandika
120	Gira Igitabo mu Rugendo	Save the Childre n Rwand a/ Arise Educati on	29/03/2018	Uruvugir o	Website	Kinyarwanda	http://www.uruvugiro.com/2018/03/29/imodoka-zitwara-abagenzi-mu-bice-bitandukanye-hashyizwe-ibitabo-bigera-kuri-500/
121	Gira Igitabo mu Rugendo	Save the	30/03/2018	Igihe	Website	Kinyarwanda	http://igihe.com/amakuru

		Children Rwanda/ Arise Education					/article/amajy aruguru- abana-bakiri- bato- beretswe- ko-gukunda- gusoma-ari- igicumbi-cy
122	Gira Igitabo mu Rugendo	Save the Children Rwanda/ Arise Education	28/03/2018	RBA	Radio	Kinyarwanda	RBA/Musanz e Aired in Kinyarwanda and English news (20:00, 13h00)
	April-18						
123	Gira Igitabo mu Rugendo	Save the Children Rwanda/ Arise Education	04/02/2018	Newtime s	Website	English	http://www.n ewtimes.co.r w/news/you ng-writers- receive- government- backing
	May-18						
124	National Book Exhibition	SCI/MI NEDU C	23/05/2018	Igihe	website	Kinyarwanda	http://igihe.c om/umuco/i bitabo/article

							/abanyafurika-nibo-bakwiye-kwandika-amateka-yabo-minisitiri-uwacu
125	National Book Exhibition	SCI/MI NEDU C	22/05/2018	Igihe	website	Kinyarwanda	http://igihe.com/umuco/ibitabo/article/abanditsi-n-abasohora-ibitabo-batuye-leta-imbogamizi-y-amafaranga-make
126	National Book Exhibition	SCI/MI NEDU C	25/05/2018	Kigali Today	website	Kinyarwanda	http://www.kigalitoday.com/amakuru/amakuru-murwanda/article/abanyafurika-barashishikarizwa-gusoma

							ibyandikwa-n-abanyafurika
127	National Book Exhibition	SCI/MI NEDU C	25/05/2018	Kigali Today	Radio	Kinyarwanda	Kigalitoday news
128	National Book Exhibition	SCI/MI NEDU C	25/05/2018	RBA	Radio and TV	Kinyarwanda	RBA News
129	National Book Exhibition	SCI/MI NEDU C	22/05/2018	Isango Star	Radio	Kinyarwanda	Aired in Kinyarwanda News 17h30, 19:30 and 5:45
130	National Book Exhibition	SCI/MI NEDU C	22/05/2018	Radio Salus	Radio	Kinyarwanda	Radio Salus in Kinyarwanda news in the 17:00, 20h00 and the following morning at 7H00
131	National Book Exhibition	SCI/MI NEDU C	24/05/2018	Voice of Africa	Radio	Kinyarwanda	aired during the Voice of Africa news
132	National Book Exhibition	SCI/MI NEDU C	23/05/2019	Umuryango	website	Kinyarwanda	http://umuryango.rw/ama-kuru/mu-

							rwanda/article/ubukungu-bwose-afurika-ikeneye-ngo-dutere-imbere-turabufite-min-uwacu
	June-18						-
133	US Ambassador and MINEDUC minister visit to Karenge Reading Club	SCI/US AID	07/03/2018	The New Times	Website	English	http://www.newtimes.co.rw/news/pre-school-reading-culture
134	US Ambassador and MINEDUC minister visit to Karenge Reading Club	SCI/US AID	29/06/2018	Umuryango	Website	Kinyarwanda	http://umuryango.rw/amakuru/muhanga/article/rwamagana-minisitiri-w-uburezi-na-ambasaderi-w-amerika-mu-rwanda-bishimiye

135	US Ambassador and MINEDUC minister visit to Karengere Reading Club	SCI/US AID	30/06/2018	Imvaho Nshya	Website	Kinyarwanda	http://imvaho.nshya.co.rw/mineduc-nambasade-ya-usa-basuye-ibikorwa-byimishinga-yo-gusoma/
136	US Ambassador and MINEDUC minister visit to Karengere Reading Club	SCI/US AID	29/06/2018	Radio Salus	Radio	Kinyarwanda	<u>Radio Salus in Kinyarwanda news in the 17:00, 20h00 and the following morning at 7H00</u>
	July-18						-
137	Gira Igitabo mu Rugendo	SCI/Arise Education	28/07/2018	RBA	Radio	Kinyarwanda	RBA/Musanze Aired in Kinyarwanda and English news (19:00, the following morning at 6h00)
138	Gira Igitabo mu Rugendo	SCI/Arise	30/07/2018	Kigali Today	Website	Kinyarwanda	https://www.kigalitoday.c

		Educati on					om/uburezi/ibikorwa-by-uburezi/article/mu-rwanda-hagiye-kuboneka-abana-bandika-ibitabo-ku-rwego-rw-isi
139	Gira Igitabo mu Rugendo	SCI/Arise Educati on	28/07/2018	Umuseke	Website	Kinyarwanda	https://umuseke.rw/iburengerazuba-abana-bagaragaje-impano-nibihangano-mu-kwandika-no-gusoma-ibitabo.html
140	Gira Igitabo mu Rugendo	SCI/Arise Educati on	30/07/2018	Isangano	Radio	Kinyarwanda	Isangano news in Kinyarwanda at 13:00, 18h30
141	Gira Igitabo mu Rugendo	SCI/Arise	30/07/2018	RBA	Radio	Kinyarwanda	RBA news in Kinyarwanda

		Educati on					<u>at 19:00, 6h00 the following morning</u>
142	Gira Igitabo mu Rugendo	SCI/Arise Education	30/07/2018	Huguka	Radio	Kinyarwanda	<u>Huguka news in Kinyarwanda at 19:30, 6h00 the following morning</u>
143	Gira Igitabo mu Rugendo	SCI/Arise Education	30/07/2018	Radio Salus	Radio	Kinyarwanda	<u>Radio Salus in Kinyarwanda news at 17:00, 20h00 and the following morning at 7H00</u>
	August-18						
144	Gira Igitabo mu Rugendo	SCI/Arise Education	18/08/2018	Umuseke	Website	Kinyarwanda	https://umuseke.rw/iburasirazubabababuzagusoma-ngo-

							ntacyo-byabamarira.html
145	Gira Igitabo mu Rugendo	SCI/Arise Education	19/08/2018	Igihe	Website	French	http://fr.igihe.com/spip.php?page=mv2_article&id_article=26485
146	Gira Igitabo mu Rugendo	SCI/Arise Education	18/08/2018	Radio Salus	Radio	Kinyarwanda	Radio Salus in Kinyarwanda news at 17:00, 20h00
147	Gira Igitabo mu Rugendo	SCI/Arise Education	18/08/2018	RBA	Radio	Kinyarwanda	RBA news in Kinyarwanda at 19:00
148	Gira Igitabo mu Rugendo	SCI/Arise Education	18/08/2018	Isango Star	Radio	Kinyarwanda	Isango Star New in Kinyarwanda at 19:30
149	Gira Igitabo mu Rugendo	SCI/Arise Education	18/08/2018	VO Africa	Radio	Kinyarwanda	Aired during 5:00 pm and 6:30 am news edition
	Septembee-18						
150	Community Libraries best	RCLF/SCI	26/09/2018	Umuseke	Website	Kinyarwanda	https://umuseke.rw/kayo

	practices- Rwinkwavu						nza-isomero-mu-cyaro-cya-rwinkwavu-rirabafasha-kwihugura.html
151	Community Libraries best practices- Rwinkwavu	RCLF/S CI	25/09/2018	Radio Izuba	Radio	Kinyarwanda	<u>Aired in the Kinyarwanda news 16:00 and 19:30</u>
152	Community Libraries best practices- Rwinkwavu	RCLF/S CI	25/09/2018	Isango Star Radio	Radio	Kinyarwanda	<u>Aired during the Kinyarwanda news at 17:30, 19:30 and 5h45</u>
153	Community Libraries best practices- Rwinkwavu	RCLF/S CI	25/09/2018	RBA	Radio	Kinyarwanda	<u>Aired during Kinyarwanda evening news at 19H00 and 6H00</u>
154	Community Libraries best practices- Rwinkwavu	RCLF/S CI	10/03/2018	Imvaho	Print	Kinyarwanda	<u>Imvaho Nshya edition number 4636</u>

155	Community-school partnership	SCI	26/09/2018	RBA	Radio	Kinyarwanda	<u>Aired during Kinyarwanda evening news at 19H00 and 6H00 am and 8:00 am</u>
156	Community-school partnership	SCI	26/09/2018	Huguka	Radio	Kinyarwanda	<u>Huguka news in Kinyarwanda at 19:30, 6h00 the following morning</u>
149	Community Libraries best practices - Rubavu	RCLF/SCI	28-Sep-18	The inspirer	Website	English	http://rwandainspirer.com/2018/09/28/local-libraries-on-the-rise-to-boost-reading-culture-among-rwandans/
150	Community Libraries best practices - Rubavu	RCLF/SCI	29-Sep-18	KT Radio	Radio	Kinyarwanda	Aired during Kinyarwanda evening

							news at 21h30
151	Community Libraries best practices - Rubavu	RCLF/SCI	26/09/2018	RBA	Radio	Kinyarwanda	<u>Aired during Kinyarwanda evening news at 19H00 and 6H00 am and 8:00 am</u>
152	RCBO nominee awarding ceremony	RCBO/SCI	30/09/2019	The inspirer	Website	English	<u>http://rwandainspirer.com/2018/09/30/local-book-writers-look-on-government-to-reduce-taxes-on-raw-material/</u>
153	RCBO nominee awarding ceremony	RCBO/SCI	10/01/2018	Kigali Today	Website	Kinyarwanda	<u>https://www.kigalitoday.com/umuco/bitabo/article/abanyarwanda-nibatandika-u-rwanda-</u>

							ruzazima-rosalie-ndejuu
154	RCBO nominee awarding ceremony	RCBO/SCI	28/09/2018	Radio Salus	Radio	Kinyarwanda	Radio Salus in Kinyarwanda news at 17:00, 20h00
155	RCBO nominee awarding ceremony	RCBO/SCI	28/09/2019	The Sourcepost	Website	Kinyarwanda	
	October-18						-
156	Gira Igitabo mu Rugendo	SCI/Arise Education	10/06/2018	Umuseke	Website	Kinyarwanda	https://umuseke.rw/gira-igitabo-mu-majyepfo-baratoza-abana-kwandika-inkuru-ngufi-zibyobabona.html?utm_source=rss&utm_medium=rss&utm_campaign=gira-igitabo-mu-majyepfo-

							baratoza-abana-kwandika-inkuru-ngufi-zibyo-babonababona.html?utm_source=rss&utm_medium=rss&utm_campaign=gira-igitabo-mu-majyepfo-baratoza-abana-kwandika-inkuru-ngufi-zibyo-babona
157	Gira Igitabo mu Rugendo	SCI/Arise Education	10/06/2018	Southern Province	Website	Kinyarwanda	http://www.southernprovince.gov.rw/index.php?id=56&tx_ttnews[tt_news]=885&cHash=01d2cde7271c6a5a82a41ee33c06fbb3

158	Gira Igitabo mu Rugendo	SCI/Arise Education	10/06/2018	Top African News	Website	English	http://www.topafricanews.com/2018/10/05/arise-education-tightens-fight-against-poor-reading-culture-in-rwanda/
							-
	February-19						
159	International Mother Language Day Celebration	SCI	22/02/2019	Rulindo District	Website	Kinyarwanda	http://rulindo.gov.rw/index.php?id=38&tx_news_pi1%5Bnews%5D=658&tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5Baction%5D=detail&controller=News&action=detail&cHash=3c2f5b6a4ead8da241516968fe386a05

160	International Mother Language Day Celebration	SCI	22/02/2019	KT Radio	Radio	Kinyarwanda	Kigalitoday news
161	International Mother Language Day Celebration	SCI	22/02/2019	The inspirer	Website	English	http://rwandainspirer.com/2019/02/22/rulindo-parents-smile-as-their-children-reading-skills-nurtured-via-usaid-learning-facilities/
	March-19						
162	Best Practice /Gisagara	SCI	20/03/2019	Huguka Community Radio	Radio	Kinyarwanda	Huguka news in Kinyarwanda at 19:30, 6h00 the following morning
163	Best Practice/Gisagara	SCI	20/03/2019	KT Radio	Radio	Kinyarwanda	Kigalitoday news
164	Best Practice /Gisagara	SCI	20/03/2019	Umuseke	Website	Kinyarwanda	https://umuseke.rw/gisaga

							ra-abiga-gusoma-no-kwandika-bishimira-ubumenyi-bamaze-kugira.html
	April-19						
165	Abana writer's Café	SCI	29/04/2019	The Inspirer	Website	English	
166	Abana writer's Café	SCI	29/04/2019	Imvaho Nshya	Website	Kinyarwanda	
167	Abana writer's Café	SCI	29/04/2019	Rwanda Nziza	Website	Kinyarwanda	http://rwandanziza.rw/?p=2372
168	Abana writer's Café	SCI	29/04/2019	Radio Salus	Radio	Kinyarwanda	Radio Salus in Kinyarwanda News at 17:00, 20:00 and 7:00
169	Abana writer's Café	SCI	29/04/2019	Flash	TV	Kinyarwanda	Flash News, aired at 7:00PM
	May-19						
170	National Book Exhibition 2019	SCI/MI NISPO C	20/05/2019	Umuseke	Website	Kinyarwanda	https://umuseke.rw/abasoma-ibitabobakora-

							ibintu-neza-kurushahoralsa.html
171	National Book Exhibition2019	SCI/MI NISPO C	20/05/2019	Imvaho Nshya	Website	Kinyarwanda	
172	National Book Exhibition2019	SCI/MI NISPO C	20/05/2019	Kigali Today	Website &fm	Kinyarwanda	
173	National Book Exhibition2019	SCI/MI NISPO C	20/05/2019	Radio Salus	Radio	Kinyarwanda	Radio Salus in Kinyarwanda News at 17:00,20:00 and 7:00
174	National Book Exhibition2019	SCI/MI NISPO C	20/05/2019	RBA	Radio&TV	Kinyarwanda	Radio News, aired at 07:00PM,06:00AM & Tv news at 08:00PM
175	National Book Exhibition2019	SCI/MI NISPO C	20/05/2019	The New Times	Print&web	English	
176	National Book Exhibition2019	SCI/MI NISPO C	21/05/2019	Top Africa News	Website	English	

177	National Book Exhibition2019	SCI/MI NISPO C	21/05/2019	Contact TV	TV	Kinyarwanda	https://www.youtube.com/watch?v=aON4t9vxL-A
178	National Book Exhibition2019	SCI/MI NISPO C	21/05/2019	City radio	Radio	Kinyarwanda	Aired at 7:00PM and 7:00AM
179	National Book Exhibition2019	SCI/MI NISPO C	21/05/2019	Milles collines	website	Kinyarwanda	
180	National Book Exhibition2020	SCI/MI NISPO C	21/05/2019	Milles collines	website	Kinyarwanda	
181	National Book Exhibition2019	SCI/MI NISPO C	22/05/2019	Flash Tv	TV	Kinyarwanda	Flash news, aired at 07:00PM
182	National Book Exhibition2019	SCI/MI NISPO C	22/05/2019	The profile	Website	Kinyarwanda	http://theprofile.rw/spip.php?article536
183	National Book Exhibition2019	SCI/MI NISPO C	22/05/2019	The Inspirer	website	English	
184	National Book Exhibition2019	SCI/MI NISPO C	22/05/2019	Imvaho Nshya	print	Kinyarwanda	News paper published on 23/05/2019
185	National Book Exhibition 2019	SCI/MI NISPO C	22/05/2019	Royal FM	Radio	Kinyarwanda	Royal news, aired at 5:45PM

186	Success Stories	SCI	31/05/2019	Radio Salus	Radio	Kinyarwanda	Aired at 17:00, 20:00 and 7:00
187	Success Stories	SCI	31/05/2019	Radio Umucyo	Radio	Kinyarwanda	Aired at 07:45, 12:30, 16:45
	June-19						
188	Success story	SCI	01/06/2019	Radio Salus	Radio	Kinyarwanda	Aired at 17:00, 20:00 and 7:00
189	Success story	SCI	01/06/2019	Imvaho Nshya	Website & print	Kinyarwanda	
190	Success Story	SCI	13/06/2019	Top Africa News	Website	English	
191	Success Story	SCI	13/06/2019	City Radio	Radio	Kinyarwanda	Aired at 19:00 and 07:00 AM
192	Success Story	SCI	13/06/2019	Radio Ishingiro	Radio	Kinyarwanda	Aired at 13:00, 18:00, and 21:00
193	Success Story	SCI	29/06/2019	The source post	website		
	Jul-19						
194	Story pitch/Success story	SCI	12/07/2019	Ijwi Ryacu	Website	Kinyarwanda	

195	Story pitch/Success story	SCI	12/07/2019	Top Africa News	Website	English	
196	Story pitch/Success story	SCI	12/07/2019	The Source Post	Website	Kinyarwanda	http://thesourcepost.com/index.php/2019/07/12/6589/
197	Story pitch/Success story	SCI	13/07/2019	Hanga.rw	Website	Kinyarwanda	
198	Story pitch/Success story	SCI	13/07/2019	Express news	Website	English	http://expressnews.rw/masogwe-reading-club-applied-inclusive-education/
199	Story pitch/Success story	SCI	13/07/2019	Urugoli news	website	English	
200	Story pitch/Success story	SCI	14/07/2019	Irenga.com	Website	Kinyarwanda	
201	Story pitch/Success story	SCI	14/07/2019	The Inspirer	Website	English	
	19-Aug						

202	Closing Literacy week/Burera	SCI	30/08/2019	Umuseke	website	Kinyarwanda	
203	Closing Literacy week/Burera	SCI	30/08/2019	Imvaho Nshya	print	Kinyarwanda	<u>Published in the newspaper that was released on 31st August</u>
204	Closing Literacy week/Burera	SCI	30/08/2019	Igihe	online	Kinyarwanda	
205	Closing Literacy week/Burera	SCI	30/08/2019	Source post	online	Kinyarwanda	
206	Closing Literacy week/Burera	SCI	30/08/2019	RC Musanze	Radio	Kinyarwanda	Aired during news bulletin of 19:00 and 6:00
	Sep-19						
207	Success story	SCI	02/09/2019	Makuruki	online	Kinyarwanda	https://makuruki.rw/spip.php?page=article&id_article=19514
208	Success story	SCI	01/09/2019	Imvaho Nshya	print	kinyarwanda	Published in the newspaper that was released on September 1

209	Success story	SCI	01/09/2019	Salus Radio	radio	Kinyarwanda	Aired during news bulletin at 17:00, 20:00 and 7:00
	Oct-19						
210	International Girl's Day	SCI	12/10/2019	The profile	online	Kinyarwanda	http://theprofile.rw/spip.php?article719
211	International Girl's Day	SCI	12/10/2019	Umusanzu.com	online	Kinyarwanda	
212	International Girl's Day	SCI	13/10/2019	City Radio	Radio	Kinyarwanda	Aired at 19:00 and 7:00 City radio news
213	International Girl's Day	SCI	13-Oct	Salus Radio	Radio	Kinyarwanda	Aired at 17:00, 20:00 and 7:00 news
214	International Girl's Day	SCI	11/10/2019	Rwanda Nziza	online	Kinyarwanda	http://rwandanziza.rw/?p=4057
	Nov-19						
215	Best Practices	SCI	12/11/2019	The inspirer	online	Kinyarwanda	
216	Best Practices	SCI	13/11/2019	City Radio	Radio	Kinyarwanda	Aired at 19:00 and

							7:00 City radio news
217	Best Practices	SCI	13/11/2019	Imvaho Nshya	Print	Kinyarwanda	Published in the newspaper that was released on November 13, 2019
	Mar-20						
218	IWD	SCI	08/03/2020	The Profile	Online	English	http://www.en.theprofile.rw/spip.php?article187
219	IWD	SCI	07/03/2020	The Inspirer	Online	English	http://rwandainspirer.com/2020/03/07/empowered-women-boosting-literacyeconomy/
220	IWD	SCI	08/03/2020	Pressbox	Online	English	https://pressbox.rw/empowered-women-boosting-

							literacy-economy/
221	IWD	SCI	08/03/2020	Urugoli Media	Online	English	http://www.urugoli.co/news/empowered-women-boosting-literacy-economy
222	IWD	SCI	07/03/2020	Top Africa	Online	English	
	Jun-20						
223	Radio Distribution in Burera District	SCI	08/06/2020	The Source Post	Online	Kinyarwanda	https://thesourcepost.com/index.php/2020/06/10/bureraleta-na-save-the-children-barasaba-ababyeyi-babana-bahawe-radiyo-kubafasha-kunguka-ubumenyi/
224	Radio Distribution in Burera District	SCI	08/06/2020	Rwanda Yacu	Online	Kinyarwanda	http://rwandayacu.com/2

							020/06/08/burera-ababyeyi-barasabwa-gufata-inshingano-za-mwalimu-dr-ndayambaje-umuyobozi-wa-reb/
225	Radio Distribution in Burera District	SCI	08/06/2020	Umuseke	Online	Kinyarwanda	https://umuseke.rw/gutanga-radio-ku-bana-bo-mu-miryango-ikennye-byageze-muri-burera.html
226	Radio Distribution in Burera District	SCI	08/06/2020	BTN	TV	Kinyarwanda	Aired in the evening news at 19:00 PM
227	Radio Distribution in Burera District	SCI	08/06/2020	Isango Star	Radio and Tv	Kinyarwanda	Aired during Isango news at 12:00PM (radio) and

							at 12:30 PM (TV)
228	Radio Distribution in Burera District	SCI	08/06/2020	Energy Radio	Radio	Kinyarwanda	Aired in the evening news at 18:00 PM
	Jul-20						
229	A radio program to promote literacy	SCI	01/07/2020	Inkoram utima	Radio	Kinyarwanda	Aired at 8:00 PM
230	A radio program to promote literacy	SCI	08/07/2020	Inkoram utima	Radio	Kinyarwanda	Aired at 8:00 PM
231	A radio program to promote literacy	SCI	01/07/2020	Authenti c	Radio	Kinyarwanda	Aired at 6:00 PM
232	A radio program to promote literacy	SCI	08/07/2020	Authenti c	Radio	Kinyarwanda	Aired at 6:00 PM
233	A radio program to promote literacy	SCI	08/07/2020	Izuba Commun ity Radio	Radio	Kinyarwanda	Aired at 6:45 PM
234	A radio program to promote literacy	SCI	15/07/2020	Izuba Commun ity Radio	Radio	Kinyarwanda	Aired at 6:45 PM
235	A radio program to promote literacy	SCI	08/07/2020	Isangano Commun ity Radio	Radio	Kinyarwanda	Aired at 7:45 PM

236	A radio program to promote literacy	SCI	15/07/2020	Isangano Community Radio	Radio	Kinyarwanda	Aired at 7:45 PM
237	A radio program to promote literacy	SCI	10/07/2020	Umucyo	Radio	Kinyarwanda	Aired at 7:00 PM
238	A radio program to promote literacy	SCI	17/07/2020	Umucyo	Radio	Kinyarwanda	Aired at 6:45 PM
239	A radio program to promote literacy	SCI	10/07/2020	Ishingiro Community Radio	Radio	Kinyarwanda	Aired at 6:45 PM
240	A radio program to promote literacy	SCI	17/07/2020	Ishingiro Community Radio	Radio	Kinyarwanda	Aired at 6:45 PM
	Oct-20						
241	Inclusion and Literacy event	SCI	22/10/2020	Top Africa	Online	English	http://rwandainspirer.com/2020/10/21/activists-call-for-inclusive-
242	Inclusion and Literacy event	SCI	21/10/2020	Top Africa	Online	Kinyarwanda	
243	Inclusion and Literacy event	SCI	21/10/2020	The inspirer	Online	English	

							rights-to-education/
244	Inclusion and Literacy event		20/10/2020	Radio Salus	Radio	Kinyarwanda	Aired during Evening and Morning news
	Dec-20						
245	The launch of Bungwe Community Library	SCI	03/12/2020	The inspirer	Online	English	
246	The launch of Bungwe Community Library	SCI	03/12/2020	Urugoli	Online	English	http://www.urugoli.co/.../burera:-united-states-promotes
247	The launch of Bungwe Community Library	SCI	03/12/2020	Hanga.rw	Online	Kinyarwanda	
248	The launch of Bungwe Community Library	SCI	03/12/2020	Ukwezi	Online	Kinyarwanda	
249	The launch of Bungwe Community Library	SCI	03/12/2020	Ishingiro	Radio	Kinyarwanda	Aired during Evening and Morning news

250	The launch of Bungwe Community Library	SCI	03/12/2020	Radio Izuba	Radio	Kinyarwanda	Aired during Evening and Morning news
251	The launch of Bungwe Community Library	SCI	03/12/2020	Radio Isangano	Radio	Kinyarwanda	Aired during Evening and Morning news
252	The launch of Bungwe Community Library	SCI	03/12/2020	Radio Inkoramutima	Radio	Kinyarwanda	Aired during Evening and Morning news
253	The launch of Bungwe Community Library	SCI	16/12/2020	The New Times	Online and print	English	

Media Coverage Soma Rwanda

	<u>Events/opportunities</u>	<u>Organization</u>	<u>when</u>	<u>Media house</u>	<u>type</u>	<u>language</u>	<u>links to stories</u>
I	Rwanda marks International literacy day	Rwanda Reads	Aug-16	igihe.com	Website	English	http://en.igihe.com/education/rwanda-marks-international-literacy-day.html

2	Rwanda marks International literacy day	Rwanda Reads	Aug-16	igihe.com	Website	Kinyarwanda	http://www.igihe.com/amakuru/u-rwanda/article/u-rwanda-rwizihije-umunsi-mpuzamahanga-wo-gusoma-rwishimira-ibyagezweho
3	Rwanda marks International literacy day	Rwanda Reads	Aug-16	umuseke.com	Website	Kinyarwanda	http://www.umuseke.rw/umuco-wo-gusoma-mu-rwanda-uhagaze-utereb-ivugako-uri-heza.html
4	Number of children reading in homes still on the low	Rwanda Reads (MIN EDUC)	Aug-16	kigalitoday.com	Website	Kinyarwanda	http://www.kigalitoday.com/?abana-basomera-ibitabo-murugo-baracyaribake

5	Abana basomera ibitabo mu rugo baracyari bake	Rwanda Reads (MIN EDUC)	Aug-16	Kigali Today	Website	Kinyarwanda	http://www.kigalitoday.com/uburezi/ibikorwa-by-uburezi/abana-basomera-ibitabo-mu-rugo-baracyari-bake
6	Rwanda marks International literacy day	Rwanda Reads	Aug-16	RTV	TV	Kinyarwanda	<u>aired in the evening Kinyarwanda news edition at 8:00pm</u>
7	Rwanda marks International literacy day	Rwanda Reads	Aug-16	Radio Rwanda	Radio	Kinyarwanda	<u>aired in the evening Kinyarwanda news edition at 7:00pm</u>
8	Rwanda marks International literacy day	Rwanda Reads	Aug-16	Voice of Africa	Radio	Kinyarwanda	<u>aired in the evening Kinyarwanda news edition at 7:30pm</u>
9	Rwanda marks International literacy day	Rwanda Reads	Aug-16	Amazing Grace Radio	Radio	Kinyarwanda	<u>aired in the evening Kinyarwanda</u>

							news edition at 7:30pm
10	Andika Rwanda competitions	Rwan da Reads (L3)	30/9/2016	Kigali Today	Website	Kinyarwanda	http://www.kigalitoday.com/uburezi/ibikorwa-by-uburezi/article/abantu-12-mu-3750-nibo-batsinze-amarushanwa-yo-kwandika
11	Andika Rwanda competitions	Rwan da Reads (L3)		Kamonyi District website	Website	Kinyarwanda	http://www.kamonyi.gov.rw/index.php?id=38&tx_ttnews%5Bttnews%5D=427&cHash=1b22b4a8d2dcf678ade1e697f9ac12b6
12	Andika Rwanda competitions	Rwan da Reads (L3)	24/11/2015	Yeejo	Website	Kinyarwanda	http://yeejo.rw/amakuru/article/inkuru-zatsinze-amarushanwa

							<u>a-ya-andika-rwanda-zigiye-gukorwamo-ibitabo-5000</u>
13	5th launch of "Everybody Reads Rwanda" Campaign by US Embassy	Rwanda Reads	17/9/2016	The New Times	Website	English	<u>http://www.newtimes.co.rw/section/article/2016-09-17/203586/</u>
14	5th launch of "Everybody Reads Rwanda" Campaign by US Embassy	Rwanda Reads	17/9/2016	Rwanda News Agency	Website	English	<u>http://www.rnanews.com/national/12086-ambassador-barks-ruggles-launch-everybody-reads-rwanda-initiative</u>
15	Launch of "Oh, Rwandan Child" by Peace Kwizera	Imagine WE	29/8/2016	Kigali Today	Website	Kinyarwanda	<u>http://www.kigalitoday.com/?miss-kwizera-agiye-kumurika-igitabo-</u>

							yandikiye-abana-bato
16	Launch of "Oh, Rwandan Child" by Peace Kwizera	Imagine WE	26/8/2016	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2016-08-26/202946/
17	Launch of "Oh, Rwandan Child" by Peace Kwizera	Imagine WE	15/9/2016	Igihe	Website	Kinyarwanda	http://www.igihe.com/imyidagaduro/article/kwizera-peace-yanditse-igitabo-gitangira-umushinga-yerekanye-muri-miss-rwanda
18	Launch of "Oh, Rwandan Child" by Peace Kwizera	Imagine WE	20/9/2016	The Dove Magazine	Website	Kinyarwanda	https://www.dove.rw/kwizera-peace-yanditse-igitabo-gitangira-umushinga-yerekanye-muri-miss-rwanda/

23	Launch of new children's book - ABCs of Rwanda	Imagine WE	29/01/2017	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2017-01-29/207505/
24	Launch of well of knowledge and fun (Point of sale for Kinyarwanda children's storybooks)	Mudacumura Publishing House	29/01/2017	Imvaho Nshya	Website	Kinyarwanda	http://imvaho.nshya.co.rw/amakuru/mu-rwanda/article/kicukiro-barashimira-uwaberegere-je-isomero-mu-mudugudu
	Feb-17						
25	Mudacumura Publishing House	Mudacumura Publishing House	02/05/2017	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2017-02-05/207717/
26	Concern raised by Persons with Disabilities	Rwanda Reads /NUDOR	02/08/2017	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2017-02-08/207818/

27	Why children should embrace the reading culture	Rwanda Reads	15/02/2017	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2017-02-15/208008/
28	EGR Launch	Rwanda Reads /US Embassy	21/02/2017	US Embassy in Rwanda	Website	English	https://rw.usembassy.gov/usaidsupport-kinyarwanda-literacy/
29	Persons with disabilities as actors of inclusive development	Rwanda Reads /JICA	21/02/2017	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2017-02-21/208224/
30	Rwanda Reads Provincial Learning Event	Rwanda Reads	04/02/2017	Akoma	Website	English	http://akomanet.com/rwanda-reads-extending-mega-book-related-events-in-provinces/
31	Rwanda Reads Provincial Learning Event	Rwanda Reads	04/02/2017	Huguka	Radio	Kinyarwanda	Aired on the 23rd March 2017 (12pm news, and 4pm)

	Apr-17						
32	Rwanda's participation in Bologna/Italy book exhibition	Rwanda Reads /RCBF	25/042017	Izuba Rirashe	Website	Kinyarwanda	http://izubarirashe.rw/2017/04/u-rwanda-mu-bamurikaga-ibitabo-byabana-bologna-mu-butaliyani/
	May-17						
33	Girls dominate in debate and reading competition	Rwanda Reads /Excel Publishers	20/05/2017	The New Times	Website	English	http://www.newtimes.co.rw/section/article/2017-05-20/212763/
	August-September-17			September, Q4 FY2017			
34	Rwanda marks International literacy day	Rwanda Reads	09/09/2017	The New Times	Print & Website	English	http://www.newtimes.co.rw/section/read/219581/
35	Rwanda marks national literacy Week	Rwanda Reads /Minipoc	13/09/2017	Kigalitoday	Website & Radio	Kinyarwanda	http://www.kigalitoday.com/uburezi/ibikorwa-by-uburezi/article/ibitabo-

							bike-by-ikinyarwanda-ni-inzitizi-mu-kumenye-gusoma
36	Rwanda marks International literacy day	Rwanda Reads	09/09/2017	Kigalitoday	Website & Radio	Kinyarwanda	http://www.kigalitoday.com/uburezi/ibikorwa-by-uburezi/article/30-by-abanyarwanda-ntibazigusoma
37	Rwanda marks International literacy day	Rwanda Reads	08/09/2017	RBA	Radio&TV	Kiny & English	aired in the Kinyarwanda and English news edition at 20:00pm
38	Rwanda marks International literacy day	Rwanda Reads	30/09/2017	The New Times	Print&Website	English	http://www.newtimes.co.rw/section/read/220881/
39	Rwanda marks national literacy Week	Rwanda Reads /Minis poc	17/09/2017	Izuba Rirashe	Website	English	http://izubarirashe.rw/2017/09/atunzwe-no-kuvugamazina-

							<u>yinka-abikeshagusoma/</u>
40	Rwanda marks national literacy Week	Rwanda Reads /Minis poc	16/09/2017	Umuseke .rw	Website	Kinyarwanda	<u>http://umuseke.rw/rubavu-mu-marushanwa-yo-gusoma-umwana-yatunguranye-avugira-inka.html</u>
41	Rwanda marks International literacy day	Rwanda Reads	08/09/2017	Umuseke .rw	Website	Kinyarwanda	<u>http://umuseke.rw/hatangijwe-amarushanwa-yo-kwandika-ibitabo-mu-kinyarwanda.html</u>
42	Rwanda marks International literacy day	Rwanda Reads	11/09/2017	Umuseke .rw	Website	Kinyarwanda	<u>http://umuseke.rw/ikinyarwanda-kigishijwe-neza-mu-myaka-itanu-yamashuri-abanza-</u>

							abana-bamenya-gusoma.html
43	Rwanda national literacy month	Rwanda Rwanda/Handicap	27/09/2017	Umuseke .rw	Website	Kinyarwanda	http://umuseke.rw/rwamaganatururimurwamarengamu-mashurirurikoroshya-imyigire-yabatumva.html
44	Rwanda marks national literacy Week	Rwanda Rwanda/Minipoc	15/09/2017	Royal TV & Radio	Radio & TV	Kinyarwanda	http://www.royaltv.rw/abanyarwanda-ntibarumvaneza-akamaro-kogusoma-nokwandika/
45	Rwanda national literacy month	Rwanda Reads	17/09/2017	Igihe.com	Website	Kinyarwanda	http://igihe.com/amakuru/u-rwanda/article/hagaragajwe-kimwe-mu-

							<u>byazamura-umuco-wo-gusoma-mu-bana-n-abagore</u>
46	Rwanda national literacy month	Rwanda Reads	13/08/2017	igihe.com	Website	Kinyarwanda	http://igihe.com/umuco/bitabo/article/mu-ngoro-ndangamurage-z-u-rwanda-hashyizwemo-isomero-ry-abana-rya-mbere
47	Rwanda national literacy month	Rwanda Reads	22/09/2017	igihe.com	Website	Kinyarwanda	http://igihe.com/amakuru/u-rwanda/article/abarimu-148-bagiye-guhabwa-impamyabumenyi-mu-kwigisha-abana-bato-gusoma

48	Rwanda international literacy day	Rwanda Reads	08/09/2017	Izuba Rirashe	Website	Kinyarwanda	http://izubari.rashe.rw/2017/09/umwana-agomba-gusomerwa-ibitabo-kuva-akiva-munda/
49	Rwanda marks International literacy day	Rwanda Reads	08/09/2017	Isango star	Radio&TV	Kinyarwanda	aired in the evening Kinyarwanda news edition at 17:30pm
50	Rwanda marks International literacy day	Rwanda Reads /Mineduc	08/09/2017	Mineduc in Rwanda	Website	English	http://mineduc.gov.rw/media/news/details-news/?tx_ttnews%5Btt_news%5D=620&cHash=d4a268cb804efde3b304256df815ef0f
51	Rwanda marks International literacy day	Rwanda Reads /	08/09/2017	Minispoc in Rwanda	Website	English	http://minispoc.gov.rw/index.php?id=30&tx_ttnews%5Btt_news

		Minis poc					%5D=1835& cHash=87b3 51ea98881b 83c1dc81f04 d07f384
52	Rwanda marks International literacy day	Rwan da Reads	08/09/2017	Rwanda News Agency	Website	English	http://www.rnanews.com/national/13646-andika-rwanda-2017-writing-competition-launched-on-international-literacy-day
53	Rwanda marks International literacy day	Rwan da Reads	08/09/2017	Rwanda Reads	Website	English	http://www.rwandareads.rw/celebration-international-literacy-day-2017
54	Rwanda marks International literacy day	Rwan da Reads	12/09/2017	Youth for Change Rwanda	Website	English	http://www.yfcrwanda.com/developing-reading-culture-in-

							young-people/
55	Rwanda marks national literacy Week	Rwanda Reads / Minis poc	23/09/2017	The New Times	Website & Print	English	http://www.newtimes.co.rw/section/read/220459/
56	International Literacy Day-promoting Literacy in rwanda	Rwanda Reads /Mure ke Duso me	16/09/2017	Ishingiro, Huguka, Isangano, & Izuba			<u>Interconnected aired in the afternoon Kinyarwanda talkshow from 3:00pm-4:30. the show focused on literacy and the National Literacy Month activities</u>
57	International Literacy Day-promoting Literacy in rwanda	Rwanda Reads	04/09/2017	Isango star Radio and TV	Radio&TV	Kinyarwanda	An interactive morning live talk show that highlight key issues in

							society. During a 1h30.
58	Children with disability have potential like others	Rwan da Reads	27/09/2017	Izuba Rirashe	Website	Kinyarwanda	http://izubari rashe.rw/201 7/09/uko- abana-bafite- ubumuga- bigana- nabatabufite- kandi-bose- bagatsinda/
59	International Literacy Day- promoting Literacy in rwanda	Rwan da Reads	12&13/09/201 7	RBA	TV	Kinyarwanda	Booklab show on RBA (Rwanda Television) which was recorded on Friday during the celebration of the International Literacy Day.
60	International Literacy Day- promoting Literacy in rwanda	Rwan da Reads	09/12/2017	Cabinet Briefing	Website	English	http://primat ure.gov.rw/n ews-

							detail/article/1604.html
	Sep-18						
61	ILD celebration and NLD launch	Rwan da Reads	09/07/2018	Radio Salus	Radio	Kinyarwanda	<u>Radio Salus in Kinyarwanda news at 17:00, 20h00 and the following morning at 7H00</u>
62	ILD celebration and NLD launch	Rwan da Reads	09/07/2018	Flash TV	TV	Kinyarwanda	<u>Evening news at 19h00</u>
63	ILD celebration and NLD launch	Rwan da Reads	15/09/2018	Imvaho Nshya	Print	Kinyarwanda	The Imvaho Nshya print version edition
64	ILD celebration and NLD launch	Rwan da Reads	09/10/2018	MINISP OC	Website	Kinyarwanda	http://www.minispoc.gov.rw/index.php?id=30&tx_ttnews%5Btt_news%5D=1885&cHash=e5d3b5a570940452a08a

							e3e48766523f
65	ILD celebration and NLD launch	Rwanda Reads	09/09/2018	Imvaho Nshya	Website	Kinyarwanda	http://imvaho.nshya.co.rw/abafite-ubumuga-bwo-kutabona-bishimira-ko-bazi-gusoma-no-kwandika/
66	ILD celebration and NLD launch	Rwanda Reads	12-Aug-18	Rwanda Reads	Twitter	English	https://twitter.com/RwandaReads_/status/1028898882355384320/photo/1
67	ILD celebration and NLD launch	Rwanda Reads	07-Sep-18	Rwanda Reads	Twitter	English	https://twitter.com/RwandaReads_/status/1037966405449252864/photo/1
68	ILD celebration and NLD launch	Rwanda Reads	03-Sep-18	Rwanda Reads	Twitter	English	https://twitter.com/RwandaReads_/status/1036867

							445477269504/photo/1
69	ILD celebration and NLD launch	Rwanda Reads	08-Sep-18	US Ambassador	Twitter	English	https://twitter.com/USAmbRwanda/status/1038483069475414016/photo/1
70	ILD celebration and NLD launch	Rwanda Reads	08-Sep-18	Rwanda Reads	Twitter	English	https://twitter.com/RwandaReads_/status/1038383251038105601/photo/1
71	ILD celebration and NLD launch	Rwanda Reads	11 Sep 2018	Ready for Reading	Twitter	English	https://twitter.com/ReadyforReading/status/1039760346507104256
	Nov-18						
43	Visit to Nkombo sector	Rwanda Reads	11/06/2018	Kigali Today	Website	Kinyarwanda	https://www.kigalitoday.com/uburezi/amashuri/article/rusizi-amahugurwa-ku-ireme-ry-uburezi-

							aratanga-icyizere-cy-impinduka-mu-burezi
44	Visit to Nkombo sector	Rwanda Reads	11/06/2018	Igihe	Website	Kinyarwanda	https://igihe.com/amakuru/u-rwanda/article/akamaro-kihariye-gusoma-bifitiye-ireme-ry-uburezi-bw-umwana
45	Visit to Nkombo sector	Rwanda Reads	11/06/2018	Rwanda Reads	Website	Kinyarwanda	http://rwandaareads.rw/ukwezi-kwahariwe-gusoma-kwashojwe-hatangizwa-irushanwa-rya-andika-rwanda-2019
46	Visit to Nkombo sector	Rwanda Reads	11/08/2018	TVI	TV	Kinyarwanda	Aired during Kinyarwanda evening news at

							19H00 and 6H00
47	Visit to Nkombo sector	Rwan da Reads	11/08/2018	Imvaho	Print	Kinyarwanda	Imvaho Nshya published on 7/11/2018
48	Visit to Nkombo sector	Rwan da Reads	11/08/2018	TV/Radio 10	Radio/TV	Kinyarwanda	Aired during 5:00 pm and 7:00 am news evening edition
	Sep-19						
49	Reading festival	SCI	06/09/2019	Hanga.r w	online	Kinyarwanda	http://hanga.rw/read_article.php?article=767&art=u mwana+atan gira+gusoma +akiri+mu+nda.html#.XX OvXxPQlvA
50	Reading festival	SCI	06/09/2019	City radio	Radio	Kinyarwanda	Aired in the bulletin news of Sept 6th, at 19:00 and 7:00

51	Reading festival	SCI	07/09/2019	Top Africa News	Online	English	http://www.topafricanews.com/2019/09/07/residents-of-gasabo-district-briefed-to-guide-children-in-developing-reading-skills/
52	Reading festival	SCI	07/09/2019	Imvaho Nshya	Print	Kinyarwanda	It was published in the September 7th newspaper
53	Reading festival	SCI	09/09/2019	TV10	TV&radio	Kinyarwanda	It was aired at 19:00
54	Success story	SCI	13/09/2019	imena news	online	Kinyarwanda	https://imena-news.com/index.php/2019/09/13/irembe-ryuburezi-mureke-dusome-yarigejeje-kuri-bose/

55	Success story	SCI	13/09/2019	Ingenziny ayo.com	online	Kinyarwanda	
56	Success story	SCI	13/09/2019	Umwezi.net	online	Kinyarwanda	http://umwezi.net/?p=7659
57	Success story	SCI	12/09/2019	Salus	radio	Kinyarwanda	It was aired during news bullettin at 17:00, 20:00 and 7:00
58	Reading festival and competition	SCI	16/09/2019	Salus	radio	Kinyarwanda	It was aired during news bullettin at 17:00, 20:00 and 7:00
59	Reading festival and competition	SCI	16/09/2019	Rwanda news 24	online	Kinyarwanda	
60	Reading festival and competition	SCI	16/09/2019	Flash fm	radio	Kinyarwanda	It was aired 18:00 and 07:00
61	Reading festival and competition	SCI	17/09/2019	Radio Huguka	Radio	Kinyarwanda	It was aired on 17-09 at 9:30, 6:30, 12:30 and 16:00
62	Reading festival and competition	SCI	16/09/2019	RBA	Radio	Kinyarwanda	It was aired at 19:00 and 6:00

63	RCBO book fair	RCB O/SCI	20/09/2019	Imvaho Nshya	print	Kinyarwanda	Released on Sept 20 in newspaper
64	RCBO book fair	RCB O/SCI	20/09/2019	The inspirer	Online	English	http://rwandainspirer.com/2019/09/20/special-book-fair-to-raise-the-culture-of-reading-kicks-off-in-kigali/
65	RCBO book fair	RCB O/SCI	20/09/2019	Radio Salus	Radio	Kinyarwanda	It was aired at 17:00, 20:00 and 7:00
66	RCBO book fair	RCB O/SCI	20/09/2019	City radio	Radio	Kinyarwanda	It was aired at 19:00 and 7:00
67	Press Conference/ILD	MINIS POC/ MINE DUC	05/09/2019	Top Africa News	Online	English	http://www.topafricanews.com/2019/09/05/we-want-to-be-counted-in-societies-known-by-their-

							reading-culture-minister-nyirasafari/
68	Press Conference/ILD	MINIS POC/ MINE DUC	07/09/2019	The Inspirer	Online	English	http://rwandainspirer.com/2019/09/07/mineduc-calls-for-everyones-role-to-foster-reading-and-writing-culture/
69	Press Conference/ILD	MINIS POC/ MINE DUC	05/09/2019	Ingenzi nyayo	online	Kinyarwanda	
70	Press Conference/ILD	MINIS POC/ MINE DUC	06/09/2019	Muburezi .com	Online	Kinyarwanda	https://muburezi.com/2019/09/06/umuco-wo-gusoma-no-kwandika-ni-uruhare-rwa-buri-wese/

71	Press Conference/ILD	MINIS POC/ MINE DUC	05/09/2019	Umurabyo	online	Kinyarwanda	https://umurabyo.rw/2019/09/05/burivese-afite-uruhare-rwo-kwimakaza-umuco-wo-gusoma-no-kwandika-dr-munyakazi/
72	Press Conference/ILD	MINIS POC/ MINE DUC	06/09/2019	Umwezi.net	online	Kinyarwanda	http://umwezi.net/?p=7627
73	Press Conference/ILD	MINIS POC/ MINE DUC	05/09/2019	RBA	Radio/TV	Kinyarwanda	Aired at 19:00, 20:00, 4:00, 6:00 during RTV and radio news bulletin
74	Press Conference/ILD	MINIS POC/ MINE DUC	05/09/2019	Tv10	TV	Kinyarwanda	Aired at 19:00 during Tv10 news bulletin
75	Press Conference/ILD	MINIS POC/ MINE DUC	05/09/2019	Radio Salus	Radio	Kinyarwanda	Aired at 17:00, 20:00 and 7:00

							during Salus news bulletin
76	Press Conference/ILD	MINIS POC/ MINE DUC	05/09/2019	imenane ws.com	online	Kinyarwanda	
77	Press Conference/ILD	MINIS POC/ MINE DUC	05/09/2019	Impuruza .net	online	Kinyarwanda	
78	Press Conference/ILD	MINIS POC/ MINE DUC	06/09/2019	Le matin d'Afrique	online	Kinyarwanda	http://www.imateindafrique.rw/2019/09/06/abanyarwanda-bakwiye-kugira-umuco-wo-gusoma-minisitiri-nyirasafari-esperance/
79	International literacy Day ceremony	Soma Rwanda/SCI	08/09/2019	Kigali Today	Radio/online	Kinyarwanda	
80	International literacy Day ceremony	Soma Rwan	09/09/2019	Oasis Gazette	online	Kinyarwanda	http://www.oasisgazette.rw/2019/09/

		da/SC I					09/abanyarwanda-bakwiriye-kugira-umuco-wo-gusoma-no-kwandika-min-nyirasafari/
81	International literacy Day ceremony	Soma Rwanda/SC I	09/09/2019	Igihe	online	Kinyarwanda	http://igihe.com/amakuru/article/gusoma-no-kwandika-na-byo-bikwiye-kuba-umuco-uturanga-nk-abanyarwanda
82	International literacy Day ceremony	Soma Rwanda/SC I	09/09/2019	The source post	online	Kinyarwanda	
83	International literacy Day ceremony	Soma Rwanda/SC I	09/09/2019	Umwezi	Online	Kinyarwanda	http://umwezi.net/?p=7652

84	International literacy Day ceremony	Soma Rwanda/SC I	08/09/2019	The inspirer	online	English	http://rwandainspirer.com/2019/09/08/why-children-must-read-at-early-age/
85	International literacy Day ceremony	Soma Rwanda/SC I	08/09/2019	Top Africa News	online	English	http://www.topafricanews.com/2019/09/08/rwanda-launches-the-national-literacy-month-in-nyamagabe-district/
86	International literacy Day ceremony	Soma Rwanda/SC I	09/09/2019	Umurabyo	online	Kinyarwanda	https://umurabyo.rw/2019/09/09/gusoma-no-kwandika-bikwiye-kuba-umuco-uturanga-nkabanyarwanda-minisitiri-nyirasafari/

87	International literacy Day ceremony	Soma Rwan da/SC I	09/09/2019	Ingenziny ayo.com	online	Kinyarwanda	
88	International literacy Day ceremony	Soma Rwan da/SC I	08/09/2019	Flash fm	radio	Kinyarwanda	Aired at 19:00 during flash news
89	International literacy Day ceremony	Soma Rwan da/SC I	08/09/2019	RBA	radio/TV	Kinyarwanda	Aired at 19:00, 20:00 and 6:00 during RBA news bulletin
90	International literacy Day ceremony	Soma Rwan da/SC I	08/09/2019	Salus Radio	radio	Kinyarwanda	Aired at 17:00, 20:00 and 7:00 during Salus news
91	International literacy Day ceremony	Soma Rwan da/SC I	08/09/2019	Contact TV	TV	Kinyarwanda	Aired at 19:00 during news bulletin
92	Minispoc activities/NLM	Minis poc/SC I	24/09/2019	Flash fm	radio	Kinyarwanda	Aired at 19:00 and 6:00 during flash news
93	Minispoc activities/NLM	Minis poc/SC I	24/09/2019	RC Nyagatar e	radio	Kinyarwanda	Aired at 19:00 and 6:00 during

							RC Nyagatare news
94	Minispoc activities/NLM	Minis poc/S CI	26/09/2019	City radio	radio	Kinyarwanda	Aired at 19:00 and 7:00 during C fm news
95	Minispoc activities/NLM	Minis poc/S CI	27/09/2019	Kigali Today	online	Kinyarwanda	https://www.kigalitoday.com/uburezi/i-bikorwa-by-uburezi/article/abana-batabona-bagiye-kujya-barushanwa-gusoma-n-ababona
96	Minispoc activities/NLM	Minis poc/S CI	27/09/2019	Flash TV	Radio/TV	Kinyarwanda	Aired at 19:00 during flash news
97	Minispoc activities/NLM	Minis poc/S CI	27/09/2019	RBA	Radio/TV	Kinyarwanda	Aired at 19:00, 20:00 and 6:00 Radio and RTV news
98	Minispoc activities/NLM	Minis poc/S CI	26/09/2019	Top Africa News	Online	English	http://www.topafricanews.com/2019/0

							9/26/rub-advocates-for-more-schools-for-children-with-visual-impairment/
99	Minispoc activities/NLM	Minispoc/SCI	27/09/2019	Ingenzinyayo	online	Kinyarwanda	http://ingenzi.nyayo.com/2019/09/27/ababyeyi-barasabwagufata-abanabafite-ubumugabwo-kutabona-nkabana-bashoboye/
100	Minispoc activities/NLM	Minispoc/SCI	27/09/2019	ImvahoNshya	print	Kinyarwanda	The story was published in the newspaper released on 27th September 2019

101	Minispoc activities/NLM	Minispoc/SCI	27/09/2019	The profile	online	Kinyarwanda	http://theprofile.rw/spip.php?article698
102	Minispoc activities/NLM	Minispoc/SCI	26/09/2019	Hanga.rw	online	Kinyarwanda	http://hanga.rw/read_article.php?article=847&art=kigali%3A+rub+irasaba+leta+kongera+um.html#.XYyxo0uwB2B.whatsapp
103	Minispoc activities/NLM	Minispoc/SCI	26/09/2019	imena news	online	Kinyarwanda	https://imena.news.com/index.php/2019/09/26/abafite-ubumuga-bwuruhu-barasaba-reb-umwihariko-mu-myigire-yabooippa/
104	Umuganda literacy	MINE DUC/SCI	28/09/2019	Hanga.rw	online	Kinyarwanda	http://hanga.rw/read_article.php?article=853&art=kicukiro-

							gatenga%3A+ibikorwa+b%27umuga.html#.XY9A2zU4O68.watsapp
105	Umuganda literacy	MINE DUC/SCI	30/09/2019	Ingenzinyayo	online	Kinyarwanda	http://ingenzi.nyayo.com/2019/09/30/gasaboumuganda-usoza-ukwezi-abana-bahurijwe-hamwe-bakora-umuganda-wo-gusoma/
106	Umuganda literacy	MINE DUC/SCI	28/09/2019	Imena News	online	Kinyarwanda	
107	Umuganda literacy	MINE DUC/SCI	30/09/2019	Umwezi	online	Kinyarwanda	http://umwezi.net/?p=7754
108	Umuganda literacy	MINE DUC/SCI	29/09/2019	Umuryango	online	Kinyarwanda	

109	Umuganda literacy	MINE DUC/ SCI	29/09/2019	City radio	radio	Kinyarwanda	Aired at 19:00 and 7:00 during CFM news
110	Umuganda literacy	MINE DUC/ SCI	30/09/2019	Makuruki	online	Kinyarwanda	http://www.makuruki.rw/spip.php?page=article&id_article=19763
111	Umuganda literacy	MINE DUC/ SCI	28/09/2019	Doma News	online	Kinyarwanda	http://domanews.rw/gatanga-ababyeyi-bibukijwe-inshingano-yo-gutoza-abana-umuco-wo-gusoma/
112	Umuganda literacy	MINE DUC/ SCI	28/09/2019	The profile	online	Kinyarwanda	http://theprofile.rw/spip.php?article699
113	Umuganda literacy	MINE DUC/ SCI	28/09/2019	Imena News	online	Kinyarwanda	
114	Umuganda literacy	MINE DUC/ SCI	29/09/2019	Muburezi .com	online	Kinyarwanda	https://muburezi.com/2019/09/29/guso

							ma-bireba-abantu-bose-abafite-nabadafite-ubumuga/
115	Umuganda literacy	MINE DUC/ SCI	28/09/2019	The Source post	online	Kinyarwanda	
116	Umuganda literacy	MINE DUC/ SCI	28/09/2019	Energy radio	Radio	Kinyarwanda	Aired at 06:00 during news bulletin
117	Umuganda literacy	MINE DUC/ SCI	28/09/2019	The Inspirer	online	English	http://rwandainspirer.com/2019/09/28/umuganda-for-education-new-scheme-to-help-children-read-during-monthly-community-work/
118	Umuganda literacy	MINE DUC/ SCI	30/09/2019	Imvaho Nshya	Print/Online	Kinyarwanda	https://imvaho.nshya.co.rw/gasabo-ababyeyi-

							bibukijwe-uko-bafasha-umwana-gukunda-umuco-wo-gusoma/
119	Umuganda literacy	MINE DUC/ SCI	28/09/2019	KT Press	online	English	https://ktpress.rw/2019/09/september-umuganda-day-used-to-promote-reading-culture/
120	Umuganda literacy	MINE DUC/ SCI	29/09/2019	Bwiza.com	online	Kinyarwanda	http://bwiza.com/?muhanaga-ababyeyi-barasabwa-gutoza-abana-umuco-wo-gusoma-bakiri-bato
121	Umuganda literacy	MINE DUC/ SCI	28/09/2019	Huguka	radio	Kinyarwanda	Aired at 9:30, 6:30, 12:30 and 16:00 during news bulletin

122	Umuganda literacy	MINE DUC/ SCI	28/09/2019	Radio Isangano	radio/onl ine	Kinyarwanda	
123	Umuganda literacy	MINE DUC/ SCI	28/09/2019	RC Huye	radio	Kinyarwanda	Aired at 11:00 live and 19:00 during news bulletin
124	Umuganda literacy	MINE DUC/ SCI	29/09/2019	Igihe	online	Kinyarwanda	http://www.igihe.com/amakuru/urwanda/article/gisagara-hagiye-gutangizwa-umuganda-ngarukakwezi-wo-gusoma-ku-bana
125	Umuganda literacy	MINE DUC/ SCI	29/09/2019	Kigali Today	radio/onl ine	Kinyarwanda	https://www.kigalitoday.com/uburezi/bikorwa-by-uburezi/article/gisagara-abana-bagiye-kujya-bakora

							umuganda-wo-gusoma
126	Umuganda literacy	MINE DUC/ SCI	29/09/2019	Umuseke	online	Kinyarwanda	https://www.umuseke.rw/gisagara-abana-bashyiriweho-uburyo-bwo-gukora-umuganda.html
127	Umuganda literacy	MINE DUC/ SCI	29/09/2019	Salus Radio	Radio	Kinyarwanda	Aired 17:00 and 20:00 during news bulletin
128	Umuganda literacy	MINE DUC/ SCI	29/09/2019	TVI	TVI	Kinyarwanda	Aired at 20:30 during TvI news
129	Umuganda literacy	MINE DUC/ SCI	29/09/2019	Flash Fm	radio	Kinyarwanda	Aired at 18:00 and 19:00 News Bulletin
130	Umuganda literacy	MINE DUC/ SCI	19/09/2019	Oasis Gazette	online	Kinyarwanda	http://www.oasisgazette.rw/2019/09/19/gisagara-dukomeze-kwimakaza-umuco-wo-

							gusoma-minisitiri-dr-munyakazi-isaac/
131	Umuganda literacy	MINE DUC/ SCI	29/09/2019	Radio Izuba	radio	Kinyarwanda	Aired at 18:00, 20:00 and 7:00 News
132	Umuganda literacy	MINE DUC/ SCI	30/09/2019	Rwanda Tribune	online	Kinyarwanda	http://rwandaatribune.com/gicumbi-kudaha-abana-umwanya-imwe-mu-ntandaro-yo-kutamenya-gusoma/
133	Adult literacy Event	MINIS POC/ ADEP R/SCI	29/09/2019	Energy Radio	radio	Kinyarwanda	Aired at 19:30 and 6:00 news
134	Adult literacy Event	MINIS POC/ ADEP R/SCI	29/09/2019	RC Musanze	radio	Kinyarwanda	Aired at 19:00 and 6:00 news
135	Closing ceremony of NLM	Soma Rwan	30/09/2019	Imvahons hya	online	Kinyarwanda	https://imvahonshya.co.rw/mineduc-

		da/SC I					dusoje- ukwezi-ko- gusoma- ariko- ntidusoje- ibikorwa- byo-gusoma/
136	Closing ceremony of NLM	Soma Rwan da/SC I	30/09/2019	The Inspire	online	English	http://rwand ainspirer.co m/2019/09/3 0/over-1- million- books-to-be- distributed- in-october- to-further- reading- culture/
	Oct-19						
137	Closing ceremony of NLM	Soma Rwan da/SC I	01/10/2019	Ukwezi	online	Kinyarwanda	
138	Closing ceremony of NLM	Soma Rwan da/SC I	01/10/2019	The source post	online	Kinyarwanda	

139	Closing ceremony of NLM	Soma Rwan da/SC I	01/10/2019	Top Africa News	online	English	
140	Closing ceremony of NLM	Soma Rwan da/SC I	02/10/2019	Salus Radio	radio	Kinyarwanda	Aired at 17:00 on 01-09-19
141	Closing ceremony of NLM	Soma Rwan da/SC I	01/10/2019	RBA	Radio/TV	Kinyarwanda	Aired at 19:00, 20:00 and 6:00 News
142	Closing ceremony of NLM	Soma Rwan da/SC I	02/10/2019	Flash fm	Radio	Kinyarwanda	Aired at 18:00 and 19:00 News
143	Closing ceremony of NLM	Soma Rwan da/SC I	02/10/2019	Contact TV	TV	Kinyarwanda	Aired at 20:00 during news bulletin
144	Closing ceremony of NLM	Soma Rwan da/SC I	02/10/2019	Tv10	TV	Kinyarwanda	Aired at 19:00 News Bulletin
145	Umuganda literacy	MINE DUC/SCI	02/10/2019	Imvaho Nshya	online	Kinyarwanda	https://imvaho.nshya.co.rw/kicukiro-abana-basomeshej

							we-ibitabo-imbere-yababyeyi-ngo-bibabere-urugero/
146	Umuganda literacy	MINE DUC/ SCI	02/10/2019	Imvaho Nshya	online	Kinyarwanda	https://imvahonshya.co.rw/gasabo-abana-47-bamaze-kwiyandikira-ibitabo-babikeshamamahuriro-yo-gusoma/
147	Adult literacy Event	MINIS POC/ ADEP R/SCI	01/10/2019	Umuseke	online	Kinyarwanda	https://www.umuseke.rw/musanze-abiga-bakuze-ngo-iyobamenyegusoma-no-kwandikabibagirirakamaro.html

148	Adult literacy Event	MINIS POC/ ADEP R/SCI	01/10/2019	Rwanda Tribune	online	Kinyarwanda	http://rwanda.tribune.com/musanze-imbamutima-zabasigajwe-inyuma-namateka-bamenye-gusoma-no-kwandika/
149	Closing ceremony of NLM	Soma Rwan da/SC I	01/10/2019	Igihe	online	Kinyarwanda	http://www.igihe.com/amakuru/u-rwanda/article/mu-kwezi-kumwe-mineduc-igiye-gukwirakwiza-ibitabo-birenga-miliyoni-mu-mashuri
150	Closing ceremony of NLM	Soma Rwan da/SC I	01/10/2019	Kigali Post	online	Kinyarwanda	http://kigali.post.com/Nyagatare-Hasojwe-ukwezi-ko-Gusoma-no-

							Kwandika-hazirikanwa-abafite-ubumuga-bwo.html
151	Closing ceremony of NLM	Soma Rwanda/SC I	01/10/2019	umurabyo	online	Kinyarwanda	https://umurabyo.rw/2019/10/01/tugomba-kwandika-ibyo-tugomba-guha-abandi-nabo-bagasoma-bakatwigiraho-rose-baguma/
	Sep-20						
152	International Literacy Day celebration	Soma Rwanda/SC I	08/09/2020	Radio Rwanda	Radio	Kinyarwanda	Aired at 3:30 PM
153	Launch of National Literacy Month	Soma Rwanda/SC I	21/09/2020	Radio Rwanda and affiliated Community Radio, Rwanda Television			Aired at 3:30 PM and available online (https://www)

					.pscp.tv/w/ly NGaBvZwrq Jj?t=16s)
--	--	--	--	--	---